Training Pacific Professionals for Better Emergency Preparedness and Response

Course and Event Catalog

Distance Learning and Instructor-Led Trainings

January 2009
# Table of Contents

**About Pacific EMPRINTS**

Program Mission and Goals ........................................................................................................... 1

---

**Distance Learning**

Knowledge-based Courses .................................................................................................................. 3

Problem-based Learning (PBL) Courses .......................................................................................... 20

Podcasts ........................................................................................................................................ 25

Geographic Information Systems (GIS) Awareness and Knowledge Courses .............................. 35

ArcGIS Emergency Planning & Response Exercises ....................................................................... 39

Mini-Simulated Exercises .............................................................................................................. 46

---

**Instructor-Led Training**

Live Training Events ....................................................................................................................... 47

National Disaster Life Support (NDLS) Training Center ................................................................ 48

  - Basic Disaster Life Support (BDLS) ......................................................................................... 49
  - Advanced Disaster Life Support (ADLS) .................................................................................. 50

Geospatial Information Technologies ............................................................................................... 52

  - Geographic Information Technologies for Emergency Preparedness and Response ........... 53
  - Introduction to Geoprocessing Scripts using Python ............................................................... 54
  - Working with ArcGIS Spatial Analyst ....................................................................................... 55

Informational Lectures .................................................................................................................... 56
# Table of Contents

Workshops ............................................................................................................................................... 57

- Pacific Region Avian Influenza Workshop .................................................................................. 58
- Mather LifeWays PREPARE Workshop ...................................................................................... 59
- Disaster Behavioral Health: A Critical Response .......................................................................... 60
- Psychological First Aid in Practice: Helping People Cope During Disasters and Public Health Emergencies .............................................................................................................. 61

Conferences ........................................................................................................................................ 62

- On the Frontline: Influenza and Other Viral Threats to Public Health ................................................. 63
- 2008 Pacific Preparedness Conference ........................................................................................... 64
- 2009 Pacific Preparedness Conference ........................................................................................... 64

Core Staff .......................................................................................................................................... 65

Affiliated Faculty ............................................................................................................................... 67

Advisory Committee ......................................................................................................................... 68
About Pacific EMPRINTS

The Pacific Emergency Management, Preparedness, and Response Information Network and Training Services (Pacific EMPRINTS) is a broad-based consortium of public and private health educators and health services providers that was established with funding from the U.S. Health and Human Services’ Health Resources Services Administration (HRSA) in late 2005. In March 2007, the program was transferred to the Office of the Assistant Secretary for Preparedness and Response (ASPR). Pacific EMPRINTS is one of only nineteen continuing education grants awarded across the nation, including grants awarded to the Yale New Haven Health System, the University of California San Francisco, and Columbia University.

Pacific EMPRINTS is a continuing education (CE) training partnership of several organizations, including the Hawaii State Civil Defense, which has statewide emergency management responsibilities for Hawaii, and the Environmental Systems Research Institute (ESRI), the world’s leading developer of geographic information systems (GIS) software. In collaboration with these and other partners below, we offer an extensive variety of online distance learning courses, face-to-face and online problem-based learning courses, podcasts, live training exercises, disaster life support training, GIS and GPS training and support, instructional lectures, and a number of other workshops and Pacific EMPRINTS-sponsored conferences to health professionals and first responders in Hawaii and the Pacific region.

Collaborating Partners

- University of Hawaii Manoa, College of Social Sciences (Grant Recipient)
- Hawaii State Civil Defense
- Schools of Public Health at San Diego State University, Loma Linda University, UCLA and UC-Berkeley
- Environmental Systems Research Institute, Inc.
- UH Kapiolani Community College, Department of Emergency Medical Services
- UC Davis — LLNL Point-of-Care Technologies Center [NIBIB, NIH]
- Yale University School of Medicine, Center for Continuing Medical Education
- National Oceanic and Atmospheric Administration
- UH John A. Burns School of Medicine
- UH School of Nursing and Dental Hygiene
- UH College of Tropical Agriculture and Human Resources
- Hawaii State Department of Health
Program Mission

Effectively addressing the health needs of communities that have experienced large scale CBRNE (Chemical, Biological, Radiological, Nuclear, Explosive) incidents, natural disasters, and other public health emergencies requires many elements, among which are: 1) a community-wide emergency management system, and 2) the application of modern technology to assist professionals in the field. The Pacific EMPRINTS is committed to the development of an on-going continuing education program for health professionals and first responders focusing on these two elements.

The program’s mission is to ensure effective, efficient, and highly synergistic health care services to the community in times of CBRNE incidents, natural disasters, and other public health emergencies by providing healthcare professionals and first responders with knowledge of their roles and responsibilities as part of the community’s larger Emergency Operations Plan (EOP). These individuals also acquire sufficient understanding of map literacy and the geographic information technologies applicable in their fields.

Program Goals

Pacific EMPRINTS is committed to the development of an effective continuing education program for emergency medical personnel and community health providers. Trainings fully meet the required core competencies of trainees’ respective fields and are consistent with national training strategies.

The four primary goals of Pacific EMPRINTS are to help health professionals to:

1. recognize terroristic and other public health emergencies;
2. meet the acute care needs of the population, including vulnerable populations;
3. participate in coordinated, multi-disciplinary responses to terroristic events and other public health emergencies; and
4. rapidly and effectively alert the public health system of an event at the community, state, and national levels.

Training activities target physicians, epidemiologists, nurses, dentists, mental health workers, pharmacists, veterinarians and para-veterinarians, first responders, long-term care and community health professionals, exercise development and training personnel, and other types of public health personnel.
Distance Learning

Pacific EMPRINTS distance learning offerings are designed to train the busy healthcare professional in various aspects of emergency preparedness and response by providing an online resource that can be accessed at any time. Distance learning offerings generally take an average of 30 minutes to complete, and are offered in a variety of formats ranging from PowerPoint® slides with audio to podcasts.

Online offerings cover a wide range of topics, including bioterrorism concerns such as anthrax and viral hemorrhagic fevers to emerging infectious diseases such as avian influenza. Pacific EMPRINTS is also the only provider of online Problem-Based Learning (PBL) cases, which are online courses based on real-life scenarios, to allow healthcare providers to better visualize how various threats might present themselves.

Distance learning offerings address awareness, recognition, performance, planning, and management competencies and are organized into the following categories:

1. Knowledge-based Courses
2. Problem-based Learning (PBL) Courses
3. Podcasts
4. Geographic Information Systems Awareness and Knowledge Courses
5. ArcGIS Emergency Planning and Response Exercises
6. Mini-Simulated Exercises

Continuing Medical Education Credits

For every 50 minutes of successfully completed coursework that is eligible for Continuing Medical Education (CME) credits, health professionals can receive AMA PRA Category 1 Credits™ from the Yale School of Medicine, which is accredited by the Accreditation Council for Continuing Medical Education.

Course Registration and Fees

All online courses are free. To access courses, prospective students can register at the Pacific EMPRINTS website, http://www.emprints.hawaii.edu. A Certificate of Completion is available to be printed for all types of offerings upon completion of the appropriate post-test with a score of 80% or higher. Most of these distance learning offerings can also be taken via CDs, with a code provided at the end of each CD which links back to the website, allowing users to take the appropriate post-test and receive a Certificate of Completion and/or AMA PRA Category 1 Credits™, if applicable.

The website, http://www.emprints.hawaii.edu, is continually updated with new courses and information to keep pace with new and emerging threats worldwide.
Knowledge-based online courses take an average of 30 minutes to complete and consist of multimedia presentations with illustrative slides narrated in lecture format. The offerings cover a diverse range of topics of interest to the healthcare professional. Below is a complete, alphabetical listing of all courses as of January 2009. Detailed course descriptions are on the following pages.

As with the rest of Pacific EMPRINTS’ distance learning offerings, knowledge-based courses are free, and a Certificate of Completion is available to be printed for these courses, upon completion of the appropriate post-test with a score of 80% or higher. In addition, AMA PRA Category 1 Credits™ are available for all knowledge-based online courses through the Center for Continuing Medical Education at the Yale School of Medicine.

### COURSE LISTING

1. Assessment of Disaster Training Needs for Helping Professionals & First Responders Serving Vulnerable Populations in Hawaii
2. Biological Agents: Anthrax
3. Biological Agents: Botulism
4. Biological Agents: Plague
5. Biological Agents: Ricin
6. Biological Agents: Smallpox
7. Biological Agents: Tularemia
8. Biological Agents: Viral Hemorrhagic Fevers
10. Chemical Agents: Blister Agents
11. Chemical Agents: Blood Agents
12. Chemical Agents: Choking Agents
13. Chemical Agents: Incapacitating Agents
14. Chemical Agents: Nerve Agents
15. Counting Upon the Kindness & Expertise of Others: Serving Vulnerable Individuals & Families in Times of Disaster
16. Disaster Behavioral Health (Coming Soon)
17. Disaster Triage Exercises
18. Disaster Triage for Epidemics
19. Disaster Triage for Mass Casualty Incidents
20. Disasters & Pregnancy
22. Emergency Preparedness for the Dental Profession
23. Explosive Threats
24. Extending “Interoperability” to Vulnerable Populations
25. Hawaii Department of Health: Medical Reserve Corps Development & Overview
26. Hawaii Department of Health: Medical Reserve Corps Orientation Training
27. Infectious Diseases: Cholera
28. Infectious Diseases: Dengue
29. Infectious Diseases: SARS
30. Infectious Diseases: Scrub Typhus
31. Infectious Diseases: Tuberculosis
32. Introduction to Agroterrorism & Biosecurity (Coming Soon)
33. Introduction to Avian Influenza for Hawaii
34. Introduction to Bioterrorism for Hawaii
35. Introduction to Chemical Agents
36. Natural Disasters: Hurricanes
37. Natural Disasters: Tsunamis
38. Nuclear & Radiological Threats
39. Older Adults: Vulnerable During Disasters
40. Psychological First Aid (PFA): Helping People Cope During Disasters & Public Health Emergencies
41. Strategically Reaching Limited English-Proficient (LEP) Communities: Perspectives of Medical Interpreters for Emergency Preparedness
42. Vulnerable Populations in Disasters: Reducing Impact Through Planning, Plan Writing & Plan Execution
**Assessment of Disaster Training Needs for Helping Professionals & First Responders Serving Vulnerable Populations in Hawaii**

<table>
<thead>
<tr>
<th>Length</th>
<th>Approximately 22 minutes</th>
</tr>
</thead>
</table>

**Course Description**
This online course features a presentation delivered by Brandon Mitsuda, May Rose Dela Cruz, & Amalie Monlux, representatives of Public Health 649, the class which participated in the construction of the needs assessment. The presentation covers a basic overview of how the needs assessment was conducted, what results were found, & recommendations made based on the needs assessment results.

PH 649 Instructors: Kathryn Braun, DrPH, CHES and Nancy Partika, MPH
PH 649 Students: Brandon Mitsuda, May Rose Dela Cruz, Amalie Monlux, Khris Agnos, Angel Ahedo, Ngozi Erondu, Arline Harmon, Pedro Haro-Arvizu, Barbara Kualii, Mary Leyva, Clare Loprini, Krista Olson, Lorilyn Salamanca, Mili Samifua, David Suzuki-Ung, Jo-Hsi Wang, Trisha Wilson

**Competencies**
This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. List the Category A biological agents & describe their epidemiology, associated illnesses, & treatments.
2. Knowledge of the pharmaceutics & pharmaceuticals used to combat CBRNE agents.

**Learning Objectives**
By the end of this online course, participants will be able to:
1. Identify at least three disaster concerns for vulnerable populations.
2. List at least three recommendations for addressing training gaps for vulnerable populations.

**Target Audiences**
Public Health Personnel, Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency/Disaster Planners, Emergency Medical Services Personnel

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**Biological Agents: Anthrax**

<table>
<thead>
<tr>
<th>Length</th>
<th>Approximately 14 minutes</th>
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</thead>
</table>

**Course Description**
This online course provides a brief overview of the Category A biological agent anthrax. It covers cutaneous, gastrointestinal & inhalational anthrax, gives treatment recommendations for the different types of anthrax exposures, & discusses the anthrax vaccine.

**Competencies**
This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. List the Category A biological agents & describe their epidemiology, associated illnesses, & treatments.
2. Knowledge of the pharmaceutics & pharmaceuticals used to combat CBRNE agents.

**Learning Objectives**
By the end of this online course, participants will be able to:
1. List the three types of anthrax exposure.
2. List the two antibiotics commonly recommended for anthrax treatment.
3. List the pros & cons of utilization of the anthrax vaccine.

**Target Audiences**
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel

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**Biological Agents: Botulism**

<table>
<thead>
<tr>
<th>Length</th>
<th>Approximately 11 minutes</th>
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</thead>
</table>

**Course Description**
This online course provides a brief overview of the Category A biological agent botulism. It covers the forms of botulism, its use as a bioweapon, Botox, its clinical presentation, & treatment of botulism poisoning.

**Competencies**
This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. List the Category A biological agents & describe their epidemiology, associated illnesses, & treatments.
2. Knowledge of the pharmaceutics & pharmaceuticals used to combat CBRNE agents.
### Biological Agents: Plague

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 9 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This online course provides a brief overview of the Category A biological agent plague. It covers the different types of plague with a focus on pneumonic plague, including pneumonic plague’s signs &amp; symptoms, diagnosis, mortality rate, &amp; treatment.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. List the Category A biological agents &amp; describe their epidemiology, associated illnesses, &amp; treatments. 2. Knowledge of the pharmaceutics &amp; pharmaceuticals used to combat CBRNE agents.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this online course, participants will be able to: 1. List the three types of plague. 2. List the preferred antibiotics for treatment of plague.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

### Biological Agents: Ricin

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 8 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This online course provides a brief overview of the routes of infection associated with this Category B biological agent, its uses as a bioweapon, &amp; its clinical presentation &amp; treatment.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. List the Category B biological agents. 2. Knowledge of the pharmaceutics &amp; pharmaceuticals used to combat CBRNE agents.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this online course, participants will be able to: 1. List the three routes of infection for the ricin toxin. 2. Identify the appropriate Personal Protective Equipment for use with ricin-infected patients.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

### Biological Agents: Smallpox

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 14 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This online course provides a brief overview of the routes of infection associated with this Category A biological agent, its uses as a bioweapon, its clinical presentation, differential diagnosis, &amp; treatment options. Smallpox vaccinations &amp; adverse reactions associated with the vaccine are also discussed.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. List the Category A biological agents. 2. Knowledge of the pharmaceutics &amp; pharmaceuticals used to combat CBRNE agents.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this online course, participants will be able to: 1. Differentiate between the clinical presentations of smallpox &amp; chickenpox. 2. Identify the risks associated with smallpox vaccinations.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

### Learning Objectives

By the end of this online course, participants will be able to: 1. List the three forms of botulism. 2. List two signs of a potential botulism biological attack. 3. Identify the pharmaceutical treatment appropriate for a case of botulism.

### Target Audiences

Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel
## Biological Agents: Tularemia

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 9 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course provides a brief overview of the epidemiology, associated illnesses, prevention &amp; treatment of tularemia, a bacterial zoonosis transmitted from animals to humans that has the potential to be used as a biological weapon.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. List the Category A biological agents &amp; describe their epidemiology, associated illnesses, &amp; treatments. 2. Knowledge of the pharmaceutics &amp; pharmaceuticals used to combat CBRNE agents.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>By the end of this online course, participants will be able to: 1. List three ways that tularemia can be naturally contracted. 2. Identify the most dangerous clinical syndrome associated with tularemia. 3. Identify the antibiotics commonly used to treat tularemia.</td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

## Biological Agents: Viral Hemorrhagic Fevers

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 11 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course provides a brief overview of the Category A biological agents, the viral hemorrhagic fevers. It covers the families of viruses, their general epidemiology, routes of infection, clinical presentations &amp; treatments. It also looks at several specific viral hemorrhagic fevers, such as Ebola, Marburg &amp; Lassa Fevers.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. List the Category A biological agents &amp; describe their epidemiology, associated illnesses, &amp; treatments. 2. Knowledge of the pharmaceutics &amp; pharmaceuticals used to combat CBRNE agents.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>By the end of this online course, participants will be able to: 1. List the four families of viral hemorrhagic fevers. 2. Identify the main differential diagnosis for viral hemorrhagic fevers. 3. Identify the only pharmaceutical treatment available for viral hemorrhagic fevers.</td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

## Building Cultural Competence in Disaster Preparedness & Response

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 32 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course features a presentation delivered by Ken Lee, MSW. It covers the definition of cultural competence, nine guiding principles for cultural competence in disaster response, &amp; important considerations for cross-cultural interactions.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. Explain the concepts of &amp; describe functional response roles for one's profession, health agencies, &amp; community members.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>By the end of this online course, participants will be able to: 1. Understand the importance of designing culturally sensitive approaches in disaster planning &amp; response. 2. Describe methods &amp; practical tools to evaluate a program’s level of cultural sensitivity.</td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Mental Health Professionals, Social Workers, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>
### Chemical Agents: Blister Agents

**Course Length** | Approximately 7 minutes
---|---
**Course Description** | This online course provides a brief overview of the types of blister agents, the effects of blister agent exposure, & treatment for blister agent exposure.
---|---
**Competencies** | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. List the major classes of chemical agents associated with potential terrorist activity & describe their routes of exposure, associated illnesses, & treatments.
2. Initiate patient care within your professional scope of practice.
---|---
**Learning Objectives** | By the end of this online course, participants will be able to:
1. Describe the effects of blister agent exposure.
2. Identify appropriate treatment measures for victims of blister agent exposure.
---|---
**Target Audiences** | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel

### Chemical Agents: Blood Agents

**Course Length** | Approximately 7 minutes
---|---
**Course Description** | This online course provides a brief overview of the mechanism of action for cyanide-based blood agents, the effects of cyanide-based blood agent exposure, & treatment for cyanide-based blood agent exposure, as well as treatment side effects & considerations for healthcare providers.
---|---
**Competencies** | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. List the major classes of chemical agents associated with potential terrorist activity & describe their routes of exposure, associated illnesses, & treatments.
2. Knowledge of the pharmaceutics & pharmaceuticals used to combat CBRNE agents.
---|---
**Learning Objectives** | By the end of this online course, participants will be able to:
1. Identify the mechanism of action for cyanide-based blood agents.
2. Describe the effects of cyanide-based blood agent exposure.
---|---
**Target Audiences** | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel

### Chemical Agents: Choking Agents

**Course Length** | Approximately 6 minutes
---|---
**Course Description** | This online course provides a brief overview of the mechanism of action for choking agents, the effects of choking agent exposure, & treatment for choking agent exposure, as well as a more in-depth look at phosgene & considerations for healthcare providers.
---|---
**Competencies** | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. List the major classes of chemical agents associated with potential terrorist activity & describe their routes of exposure, associated illnesses, & treatments.
2. Initiate patient care within your professional scope of practice.
---|---
**Learning Objectives** | By the end of this online course, participants will be able to:
1. Identify the mechanism of action for choking agents.
2. Describe the effects of choking agent exposure.
---|---
**Target Audiences** | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel
### Chemical Agents: Nerve Agents

**Course Length**  
Approximately 6 minutes

**Course Description**  
This online course provides a brief overview of the mechanism of action for nerve agents, the effects of nerve agent exposure, the different types of nerve agents, & treatment for nerve agent exposure. The sarin Tokyo subway attack of 1995 is also discussed.

**Competencies**  
This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. List the major classes of chemical agents associated with potential terrorist activity & describe their routes of exposure, associated illnesses, & treatments.  
2. Knowledge of the pharmaceutics & pharmaceuticals used to combat CBRNE agents.

**Learning Objectives**  
By the end of this online course, participants will be able to:  
1. Identify the mechanism of action for nerve agents.  
2. Describe the effects of nerve agent exposure.

**Target Audiences**  
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel

### Chemical Agents: Incapacitating Agents

**Course Length**  
Approximately 7 minutes

**Course Description**  
This online course provides a brief overview of the three main types of incapacitating agents: hallucinogens, vomiting agents & riot control agents. A slightly more in-depth look at riot control agents includes their uses, clinical effects, & treatment options.

**Competencies**  
This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. List the major classes of chemical agents associated with potential terrorist activity & describe their routes of exposure, associated illnesses, & treatments.  
2. Initiate patient care within your professional scope of practice.

**Learning Objectives**  
By the end of this online course, participants will be able to:  
1. Identify the three main types of incapacitating agents.  
2. Describe the major uses of riot control agents.

**Target Audiences**  
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel

### Counting Upon the Kindness & Expertise of Others: Serving Vulnerable Individuals & Families in Times of Disaster

**Course Length**  
Approximately 41 minutes

**Course Description**  
This online course features a keynote address delivered by Dr. Jeanette Takamura. The presentation describes three at-risk population segments: older Americans, persons with disabling conditions, & persons with LEP. In addition, the presentation identifies components of systems-based interventions, & provides resources for those who work with these populations.  
This keynote address was recorded at Pacific EMPRINTS’ 2008 Pacific Preparedness Conference: Capacity Building to Address Vulnerable Populations, on January 16, 2008.

**Competencies**  
This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Describe functional response roles for one's profession, health agencies, & community members.  
2. Describe public health interventions that are a part of a response to surveillance signals.  
3. List the governmental resources & outline the regulatory issues associated with emergency management & response.

**Learning Objectives**  
By the end of this online course, participants will be able to:  
1. Describe three at-risk population segments in the U.S.  
2. Identify components of systems-based interventions for at-risk populations during a disaster.
### Disaster Triage Exercises

<table>
<thead>
<tr>
<th>Target Audiences</th>
<th>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Length</strong></td>
<td>Approximately 16 minutes</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course provides several case examples of situations in which disaster triage for mass casualty incidents &amp; disaster triage for epidemics might be used. Basic principles of these types of triage are reiterated, &amp; several cases are discussed &amp; explained.</td>
</tr>
</tbody>
</table>
| **Competencies** | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
  1. Explain the concepts of & describe functional response roles for one’s profession, health agencies, & community members.  
  2. List and describe the public health interventions that are part of a response to surveillance signals. |
| **Learning Objectives** | By the end of this online course, participants will be able to:  
  1. Apply disaster triage for mass casualty incidents to a given scenario.  
  2. Apply disaster triage for epidemics to a given scenario. |
| **Target Audiences** | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency Medical Services Personnel, Other Public Health Personnel |

### Disaster Triage for Epidemics

<table>
<thead>
<tr>
<th><strong>Course Length</strong></th>
<th>Approximately 18 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course provides a brief overview of the type of epidemic triage potentially used in large-scale bio-events. An algorithm for triage is provided, along with a brief discussion of the ethical &amp; moral conflicts that may arise as a result of triage.</td>
</tr>
</tbody>
</table>
| **Competencies** | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
  1. Explain the concepts of & describe functional response roles for one’s profession, health agencies, & community members.  
  2. List and describe the public health interventions that are part of a response to surveillance signals. |
| **Learning Objectives** | By the end of this online course, participants will be able to:  
  1. Utilize the SEIRV epidemic triage algorithm.  
  2. Differentiate epidemic triage from Mass Casualty Incident triage. |
| **Target Audiences** | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency Medical Services Personnel, Other Public Health Personnel |

### Disaster Triage for Mass Casualty Incidents

<table>
<thead>
<tr>
<th><strong>Course Length</strong></th>
<th>Approximately 19 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course provides a brief overview of the type of triage used in disasters such as Mass Casualty Incidents, in order to do the greatest good for the greatest number of afflicted. It covers disaster triage tags, as well as primary &amp; secondary triage.</td>
</tr>
</tbody>
</table>
| **Competencies** | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
  1. Explain the concepts of & describe functional response roles for one’s profession, health agencies, & community members.  
  2. Explain the concept of the Incident Command System. |
Learning Objectives
By the end of this online course, participants will be able to:
1. Describe the Disaster Triage Tag system.
2. Utilize the START Triage Algorithm.

Target Audiences
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency Medical Services Personnel, Other Public Health Personnel

Disasters & Pregnancy

Course Length
Approximately 39 minutes

Course Description
This online course features a presentation delivered by Dr. Pierre Buekens. The presentation covers Dr. Buekens’ research on pregnant women in the aftermath of Hurricane Katrina, & addresses the issues pregnant women face in a disaster, including the effects of disaster on birth outcomes, postpartum depression, & the frequency of PTSD.

This presentation was recorded at Pacific EMPRINTS’ 2008 Pacific Preparedness Conference: Capacity Building to Address Vulnerable Populations, on January 16, 2008.

Competencies
This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. Describe functional response roles for one’s profession, health agencies, & community members.
2. Describe public health interventions that are a part of a response to surveillance signals.

Learning Objectives
By the end of this online course, participants will be able to:
1. Understand the impact of hurricanes on birth outcomes.
2. Understand the impact of hurricanes on postpartum depression & the frequency of PTSD.
3. Identify public health interventions to support pregnant women & postpartum women exposed to hurricanes & their aftermath.

Target Audiences
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Mental Health Professionals, Social Workers, Emergency Medical Services Personnel, Other Public Health Personnel

Emergency Preparedness for Children With Special Health Care Needs

Course Length
Approximately 49 minutes

Course Description
This online course features a presentation delivered by Professor of Pediatrics Dr. Loren Yamamoto. Topics covered include the technology & infrastructure dependence of children with special healthcare needs, their vulnerabilities, & approaches for ensuring their preparedness. The Emergency Information Form is discussed, as are electrical power basics necessary for interpreting technologically-dependent children’s electricity needs.

Competencies
This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. Describe functional response roles for one’s profession, health agencies, & community members.

Learning Objectives
By the end of this online course, participants will be able to:
1. Utilize the Emergency Information Form, endorsed by the American Academy of Pediatrics & the American College of Emergency Physicians.
2. Describe the role of the EIF in emergency/disaster preparedness.
3. Identify electrical power failure back-up strategies.

Target Audiences
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Social Workers, Emergency/Disaster Planners, Administrators, Emergency Medical Services Personnel, Other Public Health Personnel
# Emergency Preparedness for the Dental Profession

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 37 minutes</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This online course provides a brief overview of CBRNE (Chemical, Biological, Radiological, Nuclear &amp; Explosive) agents, &amp; the role that the dental profession plays in preparing for &amp; managing CBRNE events.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. List the major classes of weapons &amp; prevention strategies for each of them. 2. Describe the functional response roles for one's profession.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this online course, participants will be able to: 1. List the major classes of weapons &amp; several characteristics associated with them. 2. Describe the functional response roles that dentists may take in the event of an emergency.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Dentists, Dental Hygienists, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

# Explosive Threats

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 22 minutes</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This online course provides a brief overview of explosive threats, types of explosive agents, the Bomb Threat Injury Model, &amp; different types of blast injury. Explosive threats precautions &amp; response indications are also discussed.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. List the major classes of weapons &amp; prevention strategies for each of them. 2. Within the scope of one's professional practice, initiate physiological &amp; psychological interventions for treatment of mass trauma injuries. 3. Demonstrate the ability to recognize the need for, &amp; to collect and preserve, forensic evidence from patients who may be victims of a CBRNE event.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this online course, participants will be able to: 1. Identify the various types of explosive threats. 2. Identify the three main components of the Bomb Threat Injury Model. 3. Describe the condition known as “blast lung,” &amp; its evaluation &amp; management.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency/Disaster Planners, Administrators, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

# Extending “Interoperability” to Vulnerable Populations

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 56 minutes</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This online course features a presentation delivered by David Kingdon, MPH, EMT-P. The presentation includes the definition of interoperability, how interoperability currently is &amp; is not being built into various emergency response systems, &amp; how public health &amp; emergency service strategies can be used to improve interoperability. The presentation also covers some examples of collaboration, &amp; basics of the Incident Command System.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. Explain the concept of the incident command system &amp; describe its functional components. 2. List &amp; describe the members of the local emergency management system &amp; describe one’s role within it.</td>
</tr>
</tbody>
</table>
### Learning Objectives
By the end of this online course, participants will be able to:
1. Define “interoperability” in terms of disaster preparedness & response.
2. Apply examples of collaboration between service organizations & public health & safety to their own working environment.
3. Understand relevant public health preparedness strategies (e.g. assets mapping, epidemiologic surveillance, program evaluation).
4. Understand relevant emergency services strategies (e.g. incident command, decontamination, triage/treatment).

### Target Audiences
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Social Workers, First Responders, Emergency/Disaster Planners, Administrators, Emergency Medical Services Personnel, Other Public Health Personnel

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### Hawaii Department of Health: Medical Reserve Corps Development & Overview

**Course Length**
Approximately 50 minutes

**Course Description**
This online course features a presentation delivered by Dr. Kate Gaynor, Dr. Kristine Qureshi, & Ms. Tara Nash. It covers basics about the Medical Reserve Corps, including its role in a disaster, its policies & structure, & the eight core competencies of the MRC.

**Competencies**
This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. Explain the concepts of & describe functional response roles for one’s profession, health agencies, & community members.
2. Explain the concepts of the incident command system & describe its functional components.
3. List & describe the members of the local emergency management system & describe one’s role within it.

**Learning Objectives**
By the end of this online course, participants will be able to:
1. Explain how the Medical Reserve Corps originated.
2. Explain at least three MRC core competencies.
3. Understand the potential response roles for the MRC volunteer.

**Target Audiences**
Medical Reserve Corps Members, Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel

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### Hawaii Department of Health: Medical Reserve Corps Orientation Training

**Course Length**
Approximately 33 minutes

**Course Description**
This online course is the introductory training for Hawaii Medical Reserve Corps volunteers. It defines & explains the role of the Medical Reserve Corps & its volunteers, introduces the Incident Command System & the National Incident Management System, covers the eight MRC core competencies, & elucidates the importance of personal emergency planning.

**Competencies**
This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. Explain the concepts of & describe functional response roles for one’s profession, health agencies, & community members.
2. Explain the concepts of the incident command system & describe its functional components.
3. List & describe the members of the local emergency management system & describe one’s role within it.
## Learning Objectives
By the end of this online course, participants will be able to:
1. Know what the Medical Reserve Corps is & why it is important.
2. Understand their role in the MRC.
3. Explain the importance of the Incident Command System & following the chain of command during any MRC disaster response activity.
4. List & explain the eight MRC core competencies.
5. Explain why a family emergency plan is important.

## Target Audiences
Medical Reserve Corps Members, Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel

### Infectious Diseases: Cholera

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 9 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course provides a brief overview of cholera, its method of transmission, epidemic status, &amp; typical signs &amp; symptoms associated with it. It also covers cholera treatment, as well as prevention strategies for limiting the incidence of cholera.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. Institute appropriate steps to limit spread, including infection control. 2. Initiate patient care within your professional scope of practice.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>By the end of this online course, participants will be able to: 1. Identify how cholera transmission occurs. 2. Institute appropriate preventative measures to decrease the likelihood of cholera transmission.</td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Epidemiologists, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

### Infectious Diseases: Dengue

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 11 minutes</th>
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<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course provides a brief overview of dengue, its method of transmission, &amp; concentration area. It covers signs &amp; symptoms associated with dengue, dengue hemorrhagic fever, &amp; dengue shock syndrome, as well as their treatment.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. Institute appropriate steps to limit spread, including infection control. 2. Initiate patient care within your professional scope of practice.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>By the end of this online course, participants will be able to: 1. Identify how dengue transmission occurs. 2. Institute appropriate preventative measures to decrease the likelihood of dengue transmission.</td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Epidemiologists, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

### Infectious Diseases: SARS

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 13 minutes</th>
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<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course provides a brief overview of SARS, its method of transmission, risk factors for contracting SARS, &amp; the criteria for diagnosis of SARS. It also covers SARS treatment &amp; prevention, as well as giving a brief synopsis of the 2003 SARS outbreak.</td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Epidemiologists, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>
### Competencies
This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. Institute appropriate steps to limit spread, including infection control.
2. Initiate patient care within your professional scope of practice.
3. Demonstrate the ability to incorporate evidence-based diagnostic procedures & laboratory studies to confirm the diagnoses and/or causative agents.

### Learning Objectives
By the end of this online course, participants will be able to:
1. Identify the clinical & epidemiologic criteria for diagnosing SARS.
2. Describe precautions that can be taken to prevent further transmission of SARS.

### Target Audiences
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Epidemiologists, Emergency Medical Services Personnel, Other Public Health Personnel

### Infectious Diseases: Scrub Typhus

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 10 minutes</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>This online course examines the mode of transmission, diagnosis, treatment, &amp; prevention of scrub typhus. Scrub typhus is a disease that is prevalent in the Pacific, for which there is currently no vaccine available. This course is designed to give health professionals the ability to recognize &amp; treat patients with scrub typhus.</td>
</tr>
</tbody>
</table>
| Competencies | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Demonstrate the ability to take medical histories that identify symptoms associated with exposure to CBRNE or other infectious agents.  
2. Demonstrate the ability to rule out, when possible, or determine an accurate diagnosis of exposure to CBRNE or other infectious agents. |
| Learning Objectives | By the end of this online course, participants will be able to:  
1. Identify significant signs & symptoms that lead to a diagnosis of scrub typhus.  
2. Institute appropriate preventative measures to decrease the likelihood of scrub typhus transmission. |
| Target Audiences | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Epidemiologists, Emergency Medical Services Personnel, Other Public Health Personnel |

### Infectious Diseases: Tuberculosis

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 18 minutes</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This online course provides a brief overview of tuberculosis, its method of transmission, &amp; typical signs &amp; symptoms associated with it. It also covers tuberculosis treatment, as well as an overview of MDR-TB &amp; XDR-TB.</td>
</tr>
</tbody>
</table>
| Competencies | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Institute appropriate steps to limit spread, including infection control.  
2. Initiate patient care within your professional scope of practice. |
| Learning Objectives | By the end of this online course, participants will be able to:  
1. Differentiate between tuberculosis, MDR-TB & XDR-TB.  
2. Identify various methods of testing for tuberculosis.  
3. List the steps of tuberculosis treatment. |
| Target Audiences | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Epidemiologists, Emergency Medical Services Personnel, Other Public Health Personnel |
### Introduction to Avian Influenza for Hawaii

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 21 minutes</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>This online course is composed of two tutorials. The first provides a basic overview of influenza &amp; its relationship to avian influenza. The second tutorial illustrates the importance of avian influenza to discussions of public health, &amp; several treatment &amp; prevention strategies against avian influenza.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. List the governmental resources &amp; outline the regulatory issues associated with emergency management &amp; preparedness. 2. List &amp; describe the public health interventions that are part of a response to surveillance signals.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this online course, participants will be able to: 1. Understand how avian influenza could pose a threat to the public’s health. 2. Understand what avian influenza is &amp; how it relates to human influenza. 3. Identify the epidemiology &amp; transmissibility of avian influenza.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Epidemiologists, Emergency Medical Services Personnel, Other Public Health Personnel</td>
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</table>

### Introduction to Bioterrorism for Hawaii

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 16 minutes</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This online course provides a brief overview of the history of bioterrorism, biological agents currently of the greatest concern, main routes of infection, &amp; overall preparedness efforts of the U.S. &amp; specifically, Hawaii.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. Describe preparedness evaluation activities. 2. List the major classes of weapons &amp; prevention strategies for each of them.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this online course, participants will be able to: 1. Understand the CDC’s Category A, B &amp; C biological agent designations. 2. List the three routes of infection for biological agents. 3. List three issues that Hawaii needs to overcome in order to be prepared for disaster.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

### Introduction to Chemical Agents

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 12 minutes</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>This online course provides a brief overview of the history of chemical agent use, chemical agent characteristics, routes of exposure, routes of dissemination, &amp; chemical agent categories. Chemical agent exposure identification &amp; decontamination for healthcare professionals is also discussed.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. List the major classes of chemical agents associated with potential terrorist activity &amp; describe their routes of exposure, associated illnesses, &amp; treatments. 2. Demonstrate the ability to rule out, when possible, or determine an accurate diagnosis of exposure to CBRNE agents.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this online course, participants will be able to: 1. Identify the categories of chemical agents, possible routes of chemical agent exposure, &amp; possible chemical agent dissemination mechanisms. 2. Describe decontamination procedures for a victim of a chemical agent exposure.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel</td>
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**Natural Disasters: Hurricanes**

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 14 minutes</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This online course provides a brief overview of the formation &amp; power of hurricanes. It also provides emergency response worker guidelines for Personal Protective Equipment, promotes awareness of hurricane hazards, &amp; addresses other topics relevant to public health &amp; hurricanes.</td>
</tr>
</tbody>
</table>
| Competencies | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Explain the concepts of & describe functional response roles for one's profession, health agencies, & community members.  
2. List & describe the different phases of disasters.  
3. Explain the concepts & describe selected methods of hazards risk assessment & all-hazards planning. |
| Learning Objectives | By the end of this online course, participants will be able to:  
1. Understand the causes, strength, speed, & force of a hurricane.  
2. Take appropriate preventative measures to reduce the likelihood of contracting illness from contaminated water & food.  
3. Recognize potential health hazards while working in relief efforts during & following a hurricane.  
4. Describe the established guidelines for Personal Protective Equipment for emergency workers, & safe handling of human remains. |
| Target Audiences | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel |

**Natural Disasters: Tsunamis**

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 20 minutes</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This online course examines the causes, history, &amp; power of tsunamis. It also prepares the participant to recognize health concerns that are caused by tsunamis, &amp; provides protective measures for healthcare personnel &amp; others to take in the event of a tsunami.</td>
</tr>
</tbody>
</table>
| Competencies | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Explain the concepts of & describe functional response roles for one's profession, health agencies, & community members.  
2. List & describe the different phases of disasters. |
| Learning Objectives | By the end of this online course, participants will be able to:  
1. Understand the causes, strength, speed, & force of a tsunami.  
2. Take appropriate preventative measures to reduce the likelihood of contracting illness from contaminated water.  
3. Recognize potential health hazards while working in relief efforts during & following a tsunami. |
| Target Audiences | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel |

**Nuclear & Radiological Threats**

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 29 minutes</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>This online course provides a brief overview of nuclear &amp; radiological threats, ionizing radiation, types of dispersal devices, complications arising from nuclear &amp; radiological exposure, &amp; treatment &amp; prevention measures used to combat nuclear &amp; radiological exposure.</td>
</tr>
</tbody>
</table>
### Competencies

This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:

1. List the types of radiation associated with potential terrorist activity & describe their routes of exposure, associated illnesses, & treatments.
2. Within the scope of one's professional practice, initiate physiological interventions for treatment of radiological injuries.

### Learning Objectives

By the end of this online course, participants will be able to:

1. Describe the three fundamental principles of radiation exposure.
2. Identify three public health radiation myths.

### Target Audiences

Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency/Disaster Planners, Epidemiologists, Emergency Medical Services Personnel, Other Public Health Personnel

### Older Adults: Vulnerable During Disasters

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 49 minutes</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This online course features a presentation delivered by Karen Lamb, DNP, APRN, BC. Topics covered include the key concerns that may arise for older adults caught in disasters, such as sensory deprivation, the multiple loss effect, chronic health issues, &amp; what can be done to make older adults less vulnerable.</td>
</tr>
</tbody>
</table>
| Competencies | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. Describe functional response roles for one's profession, health agencies, & community members.
2. List & describe the public health interventions that are part of a response to surveillance signals. |
| Learning Objectives | By the end of this online course, participants will be able to:
1. Describe 12 key characteristics impacting the older adult's response to disaster/emergency situations.
2. Identify strategies for addressing special considerations for the older adult's response to disaster/emergency situations. |
| Target Audiences | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Mental Health Professionals, Social Workers, Emergency Medical Services Personnel, Other Public Health Personnel |

### Psychological First Aid (PFA): Helping People Cope During Disasters & Public Health Emergencies

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 53 minutes</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>This online course features a presentation delivered by Mr. Jack Herrmann. It covers the human impact of disasters, &amp; describes the core components of Psychological First Aid, as well as the differences between Psychological First Aid &amp; Psychological Debriefing.</td>
</tr>
</tbody>
</table>
| Competencies | This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. Explain the concepts of & describe functional response roles for one's profession, health agencies, & community members.
2. List & describe the public health interventions that are part of a response to surveillance signals.
3. Demonstrate familiarity with a range of resources to address delayed or critical incident stress among community members or responders. |
<table>
<thead>
<tr>
<th><strong>Learning Objectives</strong></th>
<th>By the end of this online course, participants will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>1. Describe what Psychological First Aid is &amp; why it is important.</td>
</tr>
<tr>
<td></td>
<td>2. Identify the core components of PFA.</td>
</tr>
</tbody>
</table>

| **Target Audiences**   | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Mental Health Professionals, Social Workers, Emergency Medical Services Personnel, Other Public Health Personnel |

### Strategically Reaching Limited English-Proficient (LEP) Communities: Perspectives of Medical Interpreters for Emergency Preparedness

<table>
<thead>
<tr>
<th><strong>Course Length</strong></th>
<th>Approximately 44 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course features a presentation delivered by Dr. Sharyne Shiu Thornton. It covers a study performed by Dr. Thornton on the disaster-related training experiences &amp; training needs of medical interpreters. It also includes suggestions on how to incorporate medical interpreters &amp; their language communities in disaster preparedness.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel:</td>
</tr>
<tr>
<td></td>
<td>1. Explain the concepts of &amp; describe functional response roles for one’s profession, health agencies, &amp; community members.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>By the end of this online course, participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>1. Understand the role, training background, &amp; interpreting experiences of medical interpreters specific to emergency/disaster preparedness.</td>
</tr>
<tr>
<td></td>
<td>2. Identify approaches for integrating medical interpreters into preparedness planning &amp; response.</td>
</tr>
<tr>
<td></td>
<td>3. Identify strategies proposed by interpreters to best reach Limited English-Proficient populations in preparedness planning &amp; education.</td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Mental Health Professionals, Social Workers, Medical Interpreters, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

### Vulnerable Populations in Disasters: Reducing Impact Through Planning, Plan Writing and Plan Execution

<table>
<thead>
<tr>
<th><strong>Course Length</strong></th>
<th>Approximately 46 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course features a presentation delivered by Dr. Paul Heiderscheidt. It covers incorrect assumptions made about written plans, effective planning &amp; plan writing, &amp; introduces the Automated Disaster Electronic Planning Tool.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>This online course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel:</td>
</tr>
<tr>
<td></td>
<td>1. Explain the concepts &amp; describe selected methods of hazard risk assessment &amp; all-hazards planning.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>By the end of this online course, participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>1. Differentiate between planning, plan writing, &amp; plan execution.</td>
</tr>
<tr>
<td></td>
<td>2. Understand the elements of a useful plan &amp; proper planning.</td>
</tr>
<tr>
<td></td>
<td>3. Describe how proper planning &amp; plan writing techniques can protect vulnerable populations.</td>
</tr>
<tr>
<td></td>
<td>4. Apply established best practices to planning.</td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
<td>Administrators, Emergency/Disaster Planners, Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>
Pacific EMPRINTS is the only provider of online Problem-Based Learning (PBL) cases based on real-life scenarios that healthcare providers can access to better visualize how various bioterrorism and emerging infectious disease threats might present themselves. These courses are modified versions of PBL cases that have previously been completed by multidisciplinary groups of healthcare students and professionals. Problem-Based Learning is a process of self-directed learning through identification and research of issues relevant to particular disciplines. Below is a complete, alphabetical listing of all PBL courses. Detailed course descriptions are on the following pages.

As with the rest of Pacific EMPRINTS’ distance learning offerings, online Problem-Based Learning courses are free, and a Certificate of Completion is available to be printed for these courses, upon completion of the appropriate post-test with a score of 80% or higher. In addition, AMA PRA Category 1 Credits™ are available for all PBL online courses through the Center for Continuing Medical Education at the Yale School of Medicine.

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**COURSE LISTING**

1. Chemical Weapons in Hawaii: Applying the Knowledge
2. Cholera in the Pacific: Applying the Knowledge
3. The Convention Center Incident: Applying the Knowledge
4. Emerging Infectious Disease Outbreak in Hawaii: Applying the Knowledge
5. Infectious Disease in Chuuk: Applying the Knowledge
6. Infectious Disease in Hawaii: Applying the Knowledge
7. Pandemic Influenza: Applying the Knowledge
8. Scrub Typhus in the Pacific: Applying the Knowledge
9. Terrorism in Chicago: Applying the Knowledge
10. Terrorism in Hawaii: Applying the Knowledge
11. Tsunami in Sri Lanka: Applying the Knowledge

---

Dr. Seiji Yamada explores a problem-based learning case.
## Chemical Weapons in Hawaii: Applying the Knowledge

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 21 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This PBL course explores the questions &amp; consequences evoked by a chemical weapons attack at the Ala Moana Shopping Center in Hawaii.</td>
</tr>
</tbody>
</table>
| Competencies         | This PBL course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Demonstrate the ability to take medical histories that identify symptoms associated with exposure to CBRNE agents.  
2. Demonstrate the ability to rule out, when possible, or determine an accurate diagnosis of exposure to CBRNE agents. |
| Learning Objectives  | By the end of this PBL course, participants will be able to:  
1. Identify significant signs & symptoms that lead to a diagnosis of sarin poisoning.  
2. Select appropriate Personal Protective Equipment for dealing with a chemical weapons attack. |
| Target Audiences     | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel |

## Cholera in the Pacific: Applying the Knowledge

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 21 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This PBL course explores the questions &amp; consequences evoked by a potential outbreak of cholera in the Marshall Islands.</td>
</tr>
</tbody>
</table>
| Competencies         | This PBL course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Demonstrate the ability to take medical histories that identify symptoms associated with exposure to CBRNE agents.  
2. Demonstrate the ability to rule out, when possible, or determine an accurate diagnosis of exposure to CBRNE agents.  
3. Describe the public health interventions that are part of a response to surveillance signals. |
| Learning Objectives  | By the end of this PBL course, participants will be able to:  
1. Identify significant signs & symptoms that lead to a diagnosis of cholera.  
2. Institute appropriate public health prevention measures to mitigate an outbreak of cholera. |
| Target Audiences     | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel |

## The Convention Center Incident: Applying the Knowledge

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 13 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This PBL course explores the questions &amp; consequences evoked by a terrorist incident at the Hawaii Convention Center.</td>
</tr>
</tbody>
</table>
| Competencies         | This PBL course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Within the scope of one’s professional practice, initiate physiological & psychological interventions for treatment of radiological injuries. |
| Learning Objectives  | By the end of this PBL course, participants will be able to:  
1. Institute appropriate triage measures in a Mass Casualty Incident.  
2. Select appropriate mitigation measures for the general public in the event of a detonation of a Radiological Dispersal Device. |
| Target Audiences     | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel |
# Problem-Based Learning (PBL) Course Descriptions

## Emerging Infectious Disease Outbreak in Hawaii: Applying the Knowledge

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 22 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This PBL course explores the questions &amp; consequences evoked by a potential emerging infectious disease outbreak in Hawaii.</td>
</tr>
</tbody>
</table>
| Competencies        | This PBL course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Demonstrate the ability to take medical histories that identify symptoms associated with exposure to CBRNE agents.  
2. Demonstrate the ability to rule out, when possible, or determine an accurate diagnosis of exposure to CBRNE agents.  
3. Describe the public health interventions that are part of a response to surveillance signals. |
| Learning Objectives | By the end of this PBL course, participants will be able to:  
1. Identify significant signs & symptoms that lead to a diagnosis of dengue.  
2. Institute appropriate public health prevention measures to mitigate an outbreak of dengue. |
| Target Audiences    | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel |

## Infectious Disease in Chuuk: Applying the Knowledge

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 18 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This PBL course explores the questions &amp; consequences evoked by an infectious disease present in Chuuk.</td>
</tr>
</tbody>
</table>
| Competencies        | This PBL course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Demonstrate the ability to take medical histories that identify symptoms associated with exposure to CBRNE agents.  
2. Demonstrate the ability to rule out, when possible, or determine an accurate diagnosis of exposure to CBRNE agents. |
| Learning Objectives | By the end of this PBL course, participants will be able to:  
1. Identify significant signs & symptoms that lead to a diagnosis of tuberculosis.  
2. Institute appropriate preventative measures to reduce the likelihood of contracting tuberculosis. |
| Target Audiences    | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel |

## Infectious Disease in Hawaii: Applying the Knowledge

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 36 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This PBL course explores the questions &amp; consequences evoked by an infectious disease outbreak in Hawaii.</td>
</tr>
</tbody>
</table>
| Competencies        | This PBL course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. List & describe the public health interventions that are part of a response to surveillance signals.  
2. Demonstrate the ability to rule out, when possible, or determine an accurate diagnosis &/or causative agents.  
3. Demonstrate the ability to incorporate evidence-based diagnostic procedures & laboratory studies to confirm the diagnoses &/or causative agents. |
| Learning Objectives | By the end of this PBL course, participants will be able to:  
1. Identify the signs & symptoms associated with a case of SARS.  
2. Identify proper public health interventions for dealing with an infectious disease outbreak. |
| Target Audiences    | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel |
# Pandemic Influenza: Applying the Knowledge

## Course Length
Approximately 21 minutes

## Course Description
This PBL course explores the questions & consequences evoked by the potential arrival of pandemic influenza in Hawaii.

## Competencies
This PBL course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. Demonstrate the ability to take medical histories that identify symptoms associated with exposure to CBRNE agents.
2. Demonstrate the ability to rule out, when possible, or determine an accurate diagnosis of exposure to CBRNE agents.

## Learning Objectives
By the end of this PBL course, participants will be able to:
1. Identify significant signs & symptoms that lead to a diagnosis of pandemic influenza.
2. Appropriately treat individuals who have been exposed to pandemic influenza.

## Target Audiences
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel

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# Scrub Typhus in the Pacific: Applying the Knowledge

## Course Length
Approximately 25 minutes

## Course Description
This PBL course explores the questions & consequences evoked by a case of scrub typhus in the Republic of Palau.

## Competencies
This PBL course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. Demonstrate the ability to take medical histories that identify symptoms associated with exposure to CBRNE agents.
2. Demonstrate the ability to rule out, when possible, or determine an accurate diagnosis of exposure to CBRNE agents.

## Learning Objectives
By the end of this PBL course, participants will be able to:
1. Identify significant signs & symptoms that lead to a diagnosis of scrub typhus.
2. Take appropriate preventative measures to reduce the likelihood of contracting scrub typhus.

## Target Audiences
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel

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# Terrorism in Chicago: Applying the Knowledge

## Course Length
Approximately 16 minutes

## Course Description
This PBL course explores the questions & consequences evoked by a terrorist incident in Chicago.

## Competencies
This PBL course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. Explain the concepts of & describe functional response roles for one's profession, health agencies, & community members.
2. List the types of radiation associated with potential terrorist activity & describe their routes of exposure, associated illnesses, & treatments.

## Learning Objectives
By the end of this PBL course, participants will be able to:
1. Identify the principles of treating the injured in the aftermath of a nuclear detonation.
2. Select proper personal protective measures in the wake of a nuclear detonation.

## Target Audiences
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel
## Terrorism in Hawaii: Applying the Knowledge

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 16 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This PBL course explores the questions &amp; consequences evoked by a terrorist incident in Hawaii.</td>
</tr>
</tbody>
</table>
| Competencies      | This PBL course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. List the Category A biological agents, & describe their epidemiology, associated illnesses, & treatments.  
2. Demonstrate the ability to complete physical examinations that identify signs associated with exposure to CBRNE agents.  
3. Demonstrate the ability to incorporate evidence-based diagnostic procedures & laboratory studies to confirm the diagnoses &/or causative agents. |
| Learning Objectives| By the end of this PBL course, participants will be able to:  
1. Identify the signs & symptoms associated with a case of inhalational anthrax. |
| Target Audiences  | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel |

## Tsunami in Sri Lanka: Applying the Knowledge

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This PBL course explores the questions &amp; consequences evoked by a tsunami in Sri Lanka.</td>
</tr>
</tbody>
</table>
| Competencies      | This PBL course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. List the different phases of disasters.  
2. Describe functional response roles for one’s profession, health agencies, & community members. |
| Learning Objectives| By the end of this PBL course, participants will be able to:  
1. Identify the dangers associated with mass disposal of human remains.  
2. Identify the infectious organisms likeliest to be present in the aftermath of a tsunami. |
| Target Audiences  | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel |
Distance Learning: Podcasts

Pacific EMPRINTS offers podcast course topics selected to appeal to busy clinicians wanting to learn more about specific current topics. Podcasts may be listened to on any mp3 player, or directly on the computer. Once they are downloaded, they do not require an internet connection, and can be listened to quickly and easily while jogging, in the car, on a plane, or waiting in line. Pacific EMPRINTS podcasts consist of interviews and presentations from Hawaii’s professional healthcare community, as well as experts from across the country, and address timely and relevant topics. Below is a listing of all podcast format courses. Detailed course descriptions are on the following pages.

As with the rest of Pacific EMPRINTS’ distance learning offerings, podcasts are free, and a Certificate of Completion is available for these podcasts upon completion of the post-test provided online with a score of 80% or higher. In addition, AMA PRA Category 1 Credits™ are available for podcasts through the Center for Continuing Medical Education at the Yale School of Medicine.

COURSE LISTING

2. Building Cultural Competence in Disaster Preparedness & Response (Mr. Lee) (1/2008)
3. Counting Upon the Kindness & Expertise of Others: Serving Vulnerable Individuals & Families in Times of Disaster (Dr. Takamura) (1/2008)
4. Cultural Competency & Disaster Mental Health (Dr. Thornton) (2/2008)
5. Disasters & Pregnancy (Dr. Buekens) (1/2008)
7. Extending "Interoperability" to Vulnerable Populations (Mr. Kingdon) (1/2008)
8. Hawaii Department of Health: Medical Reserve Corps Development & Overview (Dr. Gaynor, Dr. Qureshi & Ms. Nash) (1/2008)
9. Introduction to Triage & Public Health: Healthcare Response to Disasters (Dr. Qureshi) (2/2008)
10. Older Adults: Vulnerable During Disasters (Dr. Lamb) (1/2008)
11. On the Frontline: Vaccine Development for Avian Influenza (Dr. Poland) (2/2007)
15. Vulnerable Populations in Disasters: Reducing Impact through Planning, Plan Writing & Plan Execution (Dr. Heiderscheidt) (1/2008)
## Assessment of Disaster Training Needs for Helping Professionals & First Responders Serving Vulnerable Populations in Hawaii (PH 649) (1/2008)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 22 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This podcast features a presentation delivered by Brandon Mitsuda, May Rose Dela Cruz, &amp; Amalie Monlux, representatives of Public Health 649, the class which participated in the construction of the needs assessment. The presentation covers a basic overview of how the needs assessment was conducted, what results were found, &amp; recommendations made based on the needs assessment results. PH 649 Instructors: Kathryn Braun, DrPH, CHES and Nancy Partika, MPH Students: Brandon Mitsuda, May Rose Dela Cruz, Amalie Monlux, Khris Agnos, Angel Ahedo, Ngozi Erondu, Arline Harmon, Pedro Haro-Arvizu, Barbara Kualii, Mary Leyva, Clare Loprinzi, Krista Olson, Lorilyn Salamanca, Mili Samifua, David Suzuki-Ung, Jo-Hsi Wang, Trisha Wilson</td>
</tr>
<tr>
<td>Competencies</td>
<td>This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. Explain the concepts of &amp; describe functional response roles for one’s profession, health agencies, &amp; community members.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this podcast, participants will be able to: 1. Identify at least three disaster concerns for vulnerable populations. 2. List at least three recommendations for addressing training gaps for vulnerable populations.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Public Health Personnel, Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency/Disaster Planners, Emergency Medical Services Personnel</td>
</tr>
</tbody>
</table>

## Building Cultural Competence in Disaster Preparedness & Response (Mr. Lee) (1/2008)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 33 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This podcast features a presentation delivered by Ken Lee, MSW. It covers the definition of cultural competence, nine guiding principles for cultural competence in disaster response, &amp; important considerations for cross-cultural interactions.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. Explain the concepts of &amp; describe functional response roles for one’s profession, health agencies, &amp; community members.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this online course, participants will be able to: 1. Understand the importance of designing culturally sensitive approaches in disaster planning &amp; response. 2. Describe methods &amp; practical tools to evaluate a program’s level of cultural sensitivity.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Mental Health Professionals, Social Workers, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
<tr>
<td>Expert</td>
<td>Ken Lee, M.S.W. Mr. Lee received his Bachelors &amp; Masters of Social Work degrees from the University of Hawaii, &amp; completed a post-graduate fellowship in Community Health at the Massachusetts General Hospital, Harvard University Medical School. He serves as the volunteer Hawaii State Disaster Mental Health Lead for the Hawaii State Chapter, American Red Cross. He is a national Red Cross instructor, a member of the national Red Cross Critical Response Team &amp; the International Response Team of the American Red Cross International Disaster Response Unit. During the past year, Mr. Lee was the Director of the Disaster Case Management training program at the University of Hawaii's School of Social Work. He has more than 39 years of experience as a clinical social worker, grief &amp; bereavement counselor &amp; disaster mental health clinician within a multitude of settings. Mr. Lee was twice named the “Social Worker of the Year” by the Hawaii Chapter of the National Association of Social Workers in 1997 &amp; 2002, &amp; has received numerous state &amp; national awards for his work in the area of disaster mental health.</td>
</tr>
</tbody>
</table>
### Counting Upon the Kindness & Expertise of Others: Serving Vulnerable Individuals & Families in Times of Disaster (Dr. Takamura) (1/2008)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 42 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This podcast features a keynote address delivered by Dr. Jeanette Takamura. The presentation describes three at-risk population segments: older Americans, persons with disabling conditions, &amp; persons with LEP. In addition, the presentation identifies components of systems-based interventions, &amp; provides resources for those who work with these populations. This keynote address was recorded at Pacific EMPRINTS' 2008 Pacific Preparedness Conference: Capacity Building to Address Vulnerable Populations, on January 16, 2008.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. Describe functional response roles for one’s profession, health agencies, &amp; community members. 2. Describe public health interventions that are a part of a response to surveillance signals. 3. List the governmental resources &amp; outline the regulatory issues associated with emergency management &amp; response.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this podcast, participants will be able to: 1. Describe three at-risk population segments in the U.S. 2. Identify components of systems-based interventions for at-risk populations during a disaster.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
<tr>
<td>Expert</td>
<td>Jeanette Takamura, M.S.W., Ph.D. Dean Takamura is the first female dean at the nation’s first school of social work. She was Assistant Secretary for Aging at the U.S. Department of Health &amp; Human Services from 1996 to 2001. Prior to this, she served in senior positions in the state government of Hawaii &amp; held faculty &amp; administrative appointments in higher education. She has received numerous awards, among them the Lucy Stone Award from the White House for her advocacy &amp; the enactment of the National Family Caregiver Support Program, which provides a range of supportive services to millions of family caregivers. She has been a member of national &amp; international boards &amp; working groups. Dean Takamura has been named a Social Work Pioneer by the National Association of Social Workers Foundation.</td>
</tr>
</tbody>
</table>

### Cultural Competency & Disaster Mental Health (Dr. Thornton) (2/2008)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 28 minutes</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This podcast features an interview with Dr. Sharyne Shiu Thornton, PhD. Topics covered include disaster mental health, medical interpreter preparedness, cultural competency, &amp; the role of culture following a disaster.</td>
</tr>
<tr>
<td>Competencies</td>
<td>This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel: 1. Explain the concepts of &amp; describe functional response roles for one’s profession, health agencies, &amp; community members.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>By the end of this podcast, participants will be able to: 1. Describe methods to better integrate medical interpreters into the disaster response system. 2. Identify how culture affects the healing process. 3. Describe cultural humility &amp; its role in cultural competence.</td>
</tr>
<tr>
<td>Target Audiences</td>
<td>Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Mental Health Professionals, Social Workers, Medical Interpreters, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

www.emprints.hawaii.edu
## PODCAST COURSE DESCRIPTIONS

### Disasters & Pregnancy (Dr. Buekens) (1/2008)

<table>
<thead>
<tr>
<th>Expert</th>
<th>Sharyne Shiu Thornton, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dr. Thornton is a medical anthropologist &amp; ethnic minority mental health specialist. Before becoming the Executive Director for the International District Housing Alliance in Seattle, Washington, she was a Senior Lecturer, Department of Health Services, School of Public Health &amp; Community Medicine, University of Washington, for 12 years. She has over 25 years of experience as a diversity/cultural competency trainer with a specialized focus on providing services, developing, managing &amp; evaluating programs for Asian/Pacific American immigrant/refugee populations.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 40 minutes</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This podcast features a presentation delivered by Dr. Pierre Buekens. The presentation covers Dr. Buekens’ research on pregnant women in the aftermath of Hurricane Katrina, &amp; addresses the issues pregnant women face in a disaster, including the effects of disaster on birth outcomes, postpartum depression, &amp; the frequency of PTSD.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies</th>
<th>This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Describe functional response roles for one’s profession, health agencies, &amp; community members.</td>
</tr>
<tr>
<td></td>
<td>2. Describe public health interventions that are a part of a response to surveillance signals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>By the end of this podcast, participants will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Understand the impact of hurricanes on birth outcomes. Understand the impact of hurricanes on postpartum depression &amp; the frequency of PTSD.</td>
</tr>
<tr>
<td></td>
<td>2. Identify public health interventions to support pregnant women &amp; postpartum women exposed to hurricanes &amp; their aftermath.</td>
</tr>
</tbody>
</table>

| Target Audiences | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Mental Health Professionals, Social Workers, Emergency Medical Services Personnel, Other Public Health Personnel |

### Emergency Preparedness for Children With Special Health Care Needs (Dr. Yamamoto) (1/2008)

<table>
<thead>
<tr>
<th>Expert</th>
<th>Pierre Buekens, M.D., Ph.D., M.P.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dr. Buekens is trained as both an OB/GYN &amp; an epidemiologist, &amp; is an internationally renowned advocate for perinatal health. In January 2003, Dr. Buekens became Dean of the Tulane University School of Public Health &amp; Tropical Medicine, &amp; was recently appointed as the William Hamilton Watkins Professor of Epidemiology. He is also the Chair of the Global Health Committee for the Association of Schools of Public Health.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 49 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This podcast features a presentation delivered by Professor of Pediatrics Dr. Loren Yamamoto. Topics covered include the technology &amp; infrastructure dependence of children with special health care needs, their vulnerabilities, &amp; approaches for ensuring their preparedness. The Emergency Information Form is discussed, as are electrical power basics necessary for interpreting technologically-dependent children’s electricity needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Describe functional response roles for one’s profession, health agencies, &amp; community members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>By the end of this podcast, participants will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Utilize the Emergency Information Form, endorsed by the American Academy of Pediatrics &amp; the American College of Emergency Physicians.</td>
</tr>
<tr>
<td></td>
<td>2. Describe the role of the EIF in emergency/disaster preparedness. Identify electrical power failure back-up strategies.</td>
</tr>
</tbody>
</table>

| Target Audiences | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Social Workers, Emergency/Disaster Planners, Administrators, Emergency Medical Services Personnel, Other Public Health Personnel |
Extending “Interoperability” to Vulnerable Populations (Mr. Kingdon) (1/2008)

Course Length
Approximately 58 minutes

Course Description
This podcast features a presentation delivered by David Kingdon, MPH, EMT-P. The presentation includes the definition of interoperability, how interoperability currently is & is not being built into various emergency response systems, & how public health & emergency service strategies can be used to improve interoperability. The presentation also covers some examples of collaboration, & basics of the Incident Command System.

Competencies
This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:
1. Explain the concept of the incident command system & describe its functional components.
2. List & describe the members of the local emergency management system & describe one's role within it.

Learning Objectives
By the end of this podcast, participants will be able to:
1. Define “interoperability” in terms of disaster preparedness & response.
2. Apply examples of collaboration between service organizations & public health & safety to their own working environment.
3. Understand relevant public health preparedness strategies (e.g. assets mapping, epidemiologic surveillance, program evaluation).
4. Understand relevant emergency services strategies (e.g. incident command, decontamination, triage/treatment).

Target Audiences
Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Social Workers, First Responders, Emergency/Disaster Planners, Administrators, Emergency Medical Services Personnel, Other Public Health Personnel

Expert
David Kingdon, M.P.H., E.M.T.-P
Mr. Kingdon is an experienced consultant in public health & emergency services. He designed & implemented an innovative training program in all-hazards disaster & WMD preparedness for EMTs & paramedics in Hawaii. Nationally, Mr. Kingdon has served on federal task forces addressing issues such as interoperability of emergency communications, treatment of pediatric victims of terrorism, & collaboration between EMS & public health. Mr. Kingdon is a graduate of the School of Public Health at the University of North Carolina – Chapel Hill, with concentrations in health behavior, health education, & epidemiology. He received honors in the inaugural Acute Disease Epidemiologic Intelligence Service. Mr. Kingdon is a University of Hawaii lecturer, a National Incident Management Systems trainer, & a certified instructor of several EMS & healthcare programs. He has been in EMS & public safety field operations for over fifteen years, & he currently works full-time as a Paramedic with Maui County EMS.

Hawaii Department of Health: Medical Reserve Corps Development & Overview
(Dr. Gaynor, Dr. Qureshi & Ms. Nash) (1/2008)

Course Length
Approximately 50 minutes

Course Description
This podcast features a presentation delivered by Dr. Kate Gaynor, Dr. Kristine Qureshi, & Ms. Tara Nash. It covers basics about the Medical Reserve Corps, including its role in a disaster, its policies & structure, & the eight core competencies of the MRC.
# Introduction to Triage & Public Health: Healthcare Response to Disasters (Dr. Qureshi) (2/2008)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Explain the concepts of &amp; describe functional response roles for one's profession, health agencies, &amp; community members.</td>
</tr>
<tr>
<td></td>
<td>2. Explain the concepts of incident command system &amp; describe its functional components.</td>
</tr>
<tr>
<td></td>
<td>3. List &amp; describe the members of the local emergency management system &amp; describe one's role within it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>By the end of this podcast, participants will be able to:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Explain how the Medical Reserve Corps originated. Explain at least three MRC core competencies.</td>
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<tr>
<td></td>
<td>2. Understand the potential response roles for the MRC volunteer.</td>
</tr>
</tbody>
</table>

| Target Audiences | Medical Reserve Corps Members, Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel |

<table>
<thead>
<tr>
<th>Expert</th>
<th>Kristine Qureshi, R.N., C.E.N., D.N.Sc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dr. Qureshi has extensive experience in the area of community &amp; public health disaster preparedness. She is the former Program Director of the Columbia University Center for Public Health Preparedness, &amp; served as a co-investigator on previous HRSA Bioterrorism Continuing Education &amp; Curriculum Enhancement grants through Columbia University. Dr. Qureshi has previously worked with public health agencies, first responder groups, &amp; community-based providers to develop competency-based disaster preparedness training programs.</td>
</tr>
</tbody>
</table>

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# Introduction to Triage & Public Health: Healthcare Response to Disasters (Dr. Qureshi) (2/2008)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 24 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This podcast features an interview with Dr. Kristine Qureshi, RN, CEN, DNSc. Topics covered include Mass Casualty Incident triage, epidemic triage, reverse triage, &amp; the role of public health in disaster response.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies</th>
<th>This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students &amp; Clinical Personnel:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Explain the concepts of &amp; describe functional response roles for one's profession, health agencies, &amp; community members.</td>
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<tr>
<td></td>
<td>2. List &amp; describe the public health interventions that are part of a response to surveillance signals.</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>By the end of this podcast, participants will be able to:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Describe Mass Casualty Incident triage categories.</td>
</tr>
<tr>
<td></td>
<td>2. Understand the basic outline of the START Triage Algorithm.</td>
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<tr>
<td></td>
<td>3. Differentiate between Mass Casualty Incident triage, epidemic triage, &amp; reverse triage.</td>
</tr>
</tbody>
</table>

| Target Audiences | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Emergency Medical Services Personnel, Other Public Health Personnel |

<table>
<thead>
<tr>
<th>Expert</th>
<th>Kate Gaynor, M.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dr. Gaynor is a board-certified Family Medicine physician. After her residency, Dr. Gaynor was accepted as a fellow in the CDC’s Epidemic Intelligence Service &amp; was assigned to work in the Disease Outbreak Control Division of the Hawaii Department of Health. Upon completion of this assignment, Dr. Gaynor stayed at DOH, filling several roles in emergency preparedness planning. Currently, she is the All-Hazards Preparedness Coordinator for the Department of Health Kristine Qureshi, R.N., C.E.N., D.N.Sc.</td>
</tr>
</tbody>
</table>

Dr. Qureshi is the former Program Director of the Columbia University Center for Public Health Preparedness, & served as a co-investigator on previous HRSA Bioterrorism Continuing Education & Curriculum Enhancement grants through Columbia University. Dr. Qureshi has worked with public health agencies, first responder groups, & community-based providers to develop competency-based disaster preparedness training programs. |

<table>
<thead>
<tr>
<th>Expert</th>
<th>Tara Nash, M.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ms. Nash received her Masters of Science in Public Health Specializing in Epidemiology from the University of Hawaii at Manoa. After graduation, Ms. Nash was hired as the Medical Reserve Corps Coordinator.</td>
</tr>
</tbody>
</table>
### Older Adults: Vulnerable During Disasters  
**Dr. Lamb** (1/2008)

<table>
<thead>
<tr>
<th><strong>Course Length</strong></th>
<th>Approximately 49 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This podcast features a presentation delivered by Karen Lamb, DNP, APRN, BC. Topics covered include the key concerns that may arise for older adults caught in disasters, such as sensory deprivation, the multiple loss effect, &amp; chronic health issues, &amp; what can be done to make older adults less vulnerable.</td>
</tr>
</tbody>
</table>
| **Competencies** | This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Describe functional response roles for one's profession, health agencies, & community members.  
2. List & describe the public health interventions that are part of a response to surveillance signals. |
| **Learning Objectives** | By the end of this podcast, participants will be able to:  
1. Describe 12 key characteristics impacting the older adult's response to disaster/emergency situations.  
2. Identify strategies for addressing special considerations for the older adult's response to disaster/emergency situations. |
| **Target Audiences** | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Mental Health Professionals, Social Workers, Emergency Medical Services Personnel, Other Public Health Personnel |
| **Expert** | Karen Lamb, D.N.P., A.P.R.N., B.C.  
Dr. Lamb is a Project Faculty for the PREPARE Disaster Training Program at Mather LifeWays in Evanston, Illinois. She is also an Associate Professor of Adult Health Nursing in the College of Nursing at Rush University in Chicago, Illinois. Prior to her current position, Dr. Lamb was previously a Project Faculty for Mather LifeWays' Faculty Development Program in Geriatric Nursing. With over 20 years of experience in the field of gerontological nursing, Dr. Lamb is also the author of numerous publications, including articles which have appeared in journals such as the Journal of Gerontologic Nursing & Medical-Surgical Nursing. |

### On the Frontline: Vaccine Development for Avian Influenza  
**Dr. Poland** (2/2007)

<table>
<thead>
<tr>
<th><strong>Course Length</strong></th>
<th>Approximately 19 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This podcast features an interview with internationally recognized vaccine expert, Dr. Gregory A. Poland. Topics covered include the current status of vaccine development for avian influenza, the diagnosis &amp; prevention of avian influenza, &amp; the potential for pandemic influenza.</td>
</tr>
</tbody>
</table>
| **Competencies** | This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Demonstrate the ability to take medical histories that identify symptoms associated with exposure to CBRNE agents or other public health emergencies.  
2. Demonstrate the ability to consider exposure to CBRNE agents or other public health emergencies when establishing differential diagnoses & developing problem lists.  
3. Knowledge of the pharmaceutics & pharmaceuticals used to combat CBRNE agents or other public health emergencies.  
4. Demonstrate the ability to recognize the need for, & to collect and preserve, forensic evidence from patients who may be victims of a CBRNE event or other public health emergencies. |
| **Learning Objectives** | By the end of this podcast, participants will be able to:  
1. Differentiate between the clinical presentations of avian influenza & seasonal influenza  
2. Identify preventative measures against avian influenza.  
3. Identify which medications are appropriate for treatment of avian influenza. |
| **Target Audiences** | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel |
| **Expert** | Gregory A. Poland, M.D., F.A.C.P., F.I.D.S.A.  
Dr. Poland has been the Director of the Program in Translational Immunovirology & Biodefense at the Department of Medicine at the Mayo Clinic since 2002, & is also an Associate Chair there. He is also the current Director of the Immunization Clinic & Services at the Mayo Clinic as well. |
### PODCAST COURSE DESCRIPTIONS

#### Point-of-Care Strategies: Critical Care, Disaster Medicine, and Public Health Preparedness Worldwide (Dr. Gerald Kost) (1/2009)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This podcast course provides an introduction to point-of-care testing (POCT), how POCT can be used for decision making in acute care and rural settings, and what lessons have been learned about POCT from recent disasters. The mission and philosophy of the POC Technologies Research Network [NIBIB, NIH] also is discussed, along with visual examples of POCT. The course concludes with recommendations for emergency preparedness with integrated POCT technologies.</td>
</tr>
</tbody>
</table>
| Competencies | This podcast course fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students and Clinical Personnel:  
1. Demonstrate the ability to incorporate evidence-based diagnostic procedures and laboratory studies to confirm the diagnoses and/or causative agents. |
| Learning Objectives | By the end of this podcast course, participants will be able to:  
1. Define point-of-care testing (POCT).  
2. Identify strengths and weaknesses of current POC technology.  
3. Understand how POCT can be used optimally within small-world networks.  
4. Recognize how POC technology can improve disaster preparedness and response efforts. |
| Target Audiences | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Lab Managers, Medical Technologists, Emergency Medical Services Personnel, and Public Health Personnel |
| Expert | Gerald J. Kost, M.D., Ph.D., M.S., F.A.C.B.  
Dr. Kost is the Director of the Point-of-Care Testing Center for Teaching and Research (POCT•CTR) at UC Davis School of Medicine and Director and Principal Investigator of the UC Davis-Lawrence Livermore National Laboratory Point-of-Care Technologies Center [NIBIB, NIH].  
He studied Engineering at Stanford University (BS, 1967) and in Venezuela, then received his Master's degree in Engineering-Economic Systems from Stanford prior to entering the Medical Scientist MD-PhD training program at the University of California. He received his PhD in Bioengineering from UC San Diego and his MD from UC San Francisco.  
At UC Davis for over 25 years, Dr. Kost is Director of Point-of-Care Testing and Clinical Chemistry for the UCD Health System and a tenured Professor and Chair of the Quality Program in the Department of Pathology and Laboratory Medicine. He founded the POCT•CTR in 1995. He was elected to the National Academy of Clinical Biochemistry (NACB) in 2001 and has served on its Board of Directors.  
Dr. Kost is the Editor of Principles and Practice of Point-of-Care Testing, published by Lippincott, Williams, and Wilkins (LWW) in 2002, and a founding member of the Editorial Board of the companion journal, Point of Care: The Journal of Near-Patient Testing and Technology. He serves on several editorial boards, including Critical Care Medicine.  
Currently, the POCT•CTR focuses on a) the accuracy of POCT, revealed by locally-smoothed median absolute differences curves, a math-statistical method co-invented by Dr. Kost for POCT evaluation worldwide; b) critical-emergency-disaster care as a NIBIB POC Technologies Center in collaboration with LLNL; and c) rapid pathogen detection in sepsis using multiplex PCR, LAMP, and other methods to perform rapid nucleic acid recognition in whole blood, a clinical PCR-based study that was published recently in Critical Care Medicine (2008;36:1487-92). |

#### Psychological First Aid (PFA): Helping People Cope During Disasters & Public Health Emergencies (Mr. Herrmann) (1/2008)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 53 minutes</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>This podcast features a presentation delivered by Mr. Jack Herrmann. It covers some of the human impacts of disasters, &amp; describes the core components of Psychological First Aid, as well as the differences between Psychological First Aid &amp; Psychological Debriefing.</td>
</tr>
</tbody>
</table>
| Competencies | This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Explain the concepts of & describe functional response roles for one’s profession, health agencies, & community members.  
2. List & describe the public health interventions that are part of a response to surveillance signals.  
3. Demonstrate familiarity with a range of resources to address delayed or critical incident stress among community members or responders. |
| Learning Objectives | By the end of this podcast, participants will be able to:  
1. Describe what Psychological First Aid is & why it is important.  
2. Identify the core components of PFA. |
| Target Audiences | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, First Responders, Mental Health Professionals, Social Workers, Emergency Medical Services Personnel, Other Public Health Personnel |
| Expert | **Jack Herrmann, M.S.Ed., N.C.C., L.M.H.C.**  
Mr. Herrmann is the senior advisor for public health preparedness at the National Association of County & City Health Officials, an association that represents local public health departments across the country. Prior to coming to NACCHO, Mr. Herrmann was Assistant Professor of Psychiatry & Director of the program in Disaster Mental Health at the University of Rochester Medical Center. Mr. Herrmann has been a long-time volunteer with the American Red Cross. He was assigned as the mental health coordinator for the Family Assistance Center in New York City immediately following the attacks of September 11, 2001. In 2005, he was deployed as the Client Services Administrator for the Hurricane Katrina relief operation. In 2006, Mr. Herrmann responded to Kentucky as the Mental Health Manager following the crash of Comair Flight 5191. His commitment to disaster mental health has been recognized with many awards including the 2001 National Disaster Services Award. Mr. Herrmann has co-authored the Foundations of Disaster Mental Health & Psychological First Aid training curricula, a required training for all Red Cross disaster mental health volunteers. |

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**Strategically Reaching Limited English-Proficient (LEP) Communities: Perspectives of Medical Interpreters for Emergency Preparedness (Dr. Thornton) (1/2008)**

| Course Length | Approximately 44 minutes |
| Course Description | This podcast features a presentation delivered by Dr. Sharyne Shiu Thornton. It covers a study performed by Dr. Thornton on the disaster-related training experiences & training needs of medical interpreters. It also includes suggestions on how to incorporate medical interpreters & their language communities in disaster preparedness. |
| Competencies | This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Explain the concepts of & describe functional response roles for one’s profession, health agencies, & community members. |
| Learning Objectives | By the end of this podcast, participants will be able to:  
1. Understand the role, training background, & interpreting experiences of medical interpreters specific to emergency/disaster preparedness.  
2. Identify approaches for integrating medical interpreters into preparedness planning & response.  
3. Identify strategies proposed by interpreters to best reach Limited English-Proficient populations in preparedness planning & education. |
| Target Audiences | Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Mental Health Professionals, Social Workers, Medical Interpreters, Emergency Medical Services Personnel, Other Public Health Personnel |
## PODCAST COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Expert</th>
<th>Sharyne Shiu Thornton, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dr. Thornton is a medical anthropologist &amp; ethnic minority mental health specialist. Before becoming the Executive Director for the International District Housing Alliance in Seattle, Washington, she was a Senior Lecturer, Department of Health Services, School of Public Health &amp; Community Medicine, University of Washington, for 12 years. She has over 25 years of experience as a diversity/cultural competency trainer with a specialized focus on providing services, developing, managing &amp; evaluating programs for Asian/Pacific American immigrant/refugee populations.</td>
</tr>
</tbody>
</table>

### Vulnerable Populations in Disasters: Reducing Impact Through Planning, Plan Writing & Plan Execution (Dr. Heiderscheidt) (1/2008)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 46 minutes</th>
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</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This podcast features a presentation delivered by Dr. Paul Heiderscheidt. It covers incorrect assumptions made about written plans, effective planning &amp; plan writing, &amp; introduces the Automated Disaster Electronic Planning Tool.</td>
</tr>
</tbody>
</table>
| Competencies | This podcast fulfills, in part, the following Core Competencies for Teaching Emergency Preparedness to Health Professions Students & Clinical Personnel:  
1. Explain the concepts & describe selected methods of hazard risk assessment & all-hazards planning. |
| Learning Objectives | By the end of this podcast, participants will be able to:  
1. Differentiate between planning, plan writing, & plan execution.  
2. Understand the elements of a useful plan & proper planning.  
3. Describe how proper planning & plan writing techniques can protect vulnerable populations.  
4. Apply established best practices to planning. |
| Target Audiences | Administrators, Emergency/Disaster Planners, Physicians, Nurses, Pharmacists, Dentists, Veterinarians, Emergency Medical Services Personnel, Other Public Health Personnel |

<table>
<thead>
<tr>
<th>Expert</th>
<th>Paul Heiderscheidt, M.D., LCDR U.S.P.H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dr. Heiderscheidt is a Lieutenant Commander in the U.S. Public Health Service assigned to the NCEH/ATSDR Office for Terrorism Preparedness &amp; Emergency Response at the CDC in Atlanta. He joined the U.S. Public Health Service as a Ready Responder Physician in the National Health Service Corps within the Health Resources &amp; Services Administration in November 2002. In his role as a National Health Services Corps physician, Dr. Heiderscheidt provided primary clinical services for underserved populations domestically &amp; internationally. Dr. Heiderscheidt has also been active in Emergency Health program development, most notably in the Pacific region. In addition, he has helped develop the CDC's Automated Disaster Emergency Planning Tool &amp; overseen its implementation in public health &amp; hospital agencies worldwide. He has recently completed a year-long CDC project in partnership with the Florida Department of Health to replace their existing written plan &amp; planning process with ADEPT.</td>
</tr>
</tbody>
</table>
Distance Learning: Geographic Information Systems (GIS) Awareness & Knowledge Courses

Pacific EMPRINTS offers online GIS awareness and knowledge courses. These courses provide a basic understanding of geographic information systems and related technologies and their applications to public safety and health and emergency planning and response.

As with the rest of Pacific EMPRINTS’ distance learning offerings, online GIS awareness and knowledge courses are free, and a Certificate of Completion is available to be printed for these courses upon completion of the appropriate post-test with a score of 80% or higher.

COURSE LISTING

1. Introduction to Geographic Information Technologies for Emergency Planning & Response
2. Introduction to the Global Positioning System
3. Global Positioning System Technology for Public Safety & Emergency Response (Coming Soon)
4. The U.S. National Grid for Emergency Response (Coming Soon)
5. Understanding GIS Coordinate Systems
## Introduction to Geographic Information Technologies for Emergency Planning & Response

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 27 minutes</th>
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<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course provides a basic understanding of geographic information technologies &amp; their applied use in emergency planning &amp; response. Topics include geographic information systems, the global positioning system, geospatial data, &amp; the role these &amp; related technologies have in meeting federal mandates for preparedness &amp; response. Case studies &amp; scenario-based examples are presented that reinforce geospatial concepts &amp; highlight the practical applications of geospatial tools &amp; data in emergency planning &amp; response.</td>
</tr>
</tbody>
</table>
| **Capabilities** | The material covered in this online course is related, in part, to the following capabilities from the Homeland Security Target Capabilities List:  
1. Common: Communications  
2. Common: Planning  
3. Prevent: Information Gathering & Recognition of Indicators & Warnings  
4. Prevent: Information Sharing & Dissemination  
5. Prevent: Intelligence Analysis & Production  
6. Protect: Epidemiologic Surveillance & Investigation  
7. Respond: Critical Resource Logistics & Distribution  
8. Respond: Emergency Operations Center Management  
9. Respond: Emergency Public Information & Warning  
10. Respond: Environmental Health  
11. Respond: Mass Care (Sheltering, Feeding, Related Services)  
12. Respond: On-site Incident Management  
13. Respond: Responder Health & Safety  
| **Learning Objectives** | By the end of this online course, participants will be able to:  
1. List & describe geographic information technology components.  
2. List emergency planning & response functions supported by geographic information technologies.  
3. Understand the role geographic information technologies have in meeting federal mandates for preparedness & response.  
4. Describe practical applications of geospatial technologies to emergency planning & response. |
| **Target Audiences** | First Responders, Practicing Health Professionals, Administrators, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel |
### Introduction to the Global Positioning System

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 23 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course provides a basic understanding of the Global Positioning System, its components, &amp; how they work together to provide users with a navigation, mapping, &amp; timing tool that can determine &amp; record 3-dimensional positions anywhere on or near the Earth's surface. Topics include overview of system &amp; general applications, GPS satellites &amp; receivers, satellite ranging &amp; position measurement, sources of error in position measurements, ways to improve accuracy of position measurements, &amp; advances in GPS technology.</td>
</tr>
<tr>
<td><strong>Capabilities</strong></td>
<td>The material covered in this online course is related, in part, to the following capabilities from the Homeland Security Target Capabilities List:</td>
</tr>
<tr>
<td>1. Common: Communications</td>
<td></td>
</tr>
<tr>
<td>2. Common: Planning</td>
<td></td>
</tr>
<tr>
<td>3. Prevent: Information Gathering &amp; Recognition of Indicators &amp; Warnings</td>
<td></td>
</tr>
<tr>
<td>4. Prevent: Information Sharing &amp; Dissemination</td>
<td></td>
</tr>
<tr>
<td>5. Prevent: Intelligence Analysis &amp; Production</td>
<td></td>
</tr>
<tr>
<td>6. Protect: Epidemiologic Surveillance &amp; Investigation</td>
<td></td>
</tr>
<tr>
<td>7. Respond: Critical Resource Logistics &amp; Distribution</td>
<td></td>
</tr>
<tr>
<td>8. Respond: Emergency Operations Center Management</td>
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<tr>
<td>9. Respond: Emergency Public Information &amp; Warning</td>
<td></td>
</tr>
<tr>
<td>10. Respond: Environmental Health</td>
<td></td>
</tr>
<tr>
<td>11. Respond: Mass Care (Sheltering, Feeding, Related Services)</td>
<td></td>
</tr>
<tr>
<td>12. Respond: On-site Incident Management</td>
<td></td>
</tr>
<tr>
<td>13. Respond: Responder Health &amp; Safety</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>By the end of this online course, participants will be able to:</td>
</tr>
<tr>
<td>1. List &amp; describe the basic components of the Global Positioning System</td>
<td></td>
</tr>
<tr>
<td>2. Understand &amp; describe how the Global Positioning System calculates positions</td>
<td></td>
</tr>
<tr>
<td>3. List &amp; describe the common sources of error in GPS position measurements</td>
<td></td>
</tr>
<tr>
<td>4. List &amp; describe techniques for improving GPS position accuracy</td>
<td></td>
</tr>
<tr>
<td>5. Describe recent &amp; forthcoming advances in GPS technology</td>
<td></td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
<td>First Responders, Practicing Health Professionals, Administrators, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel</td>
</tr>
</tbody>
</table>
### Understanding GIS Coordinate Systems

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 17 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This online course provides a basic understanding of geographic information systems use of coordinate systems to tie GIS data to particular locations on the earth, &amp; of the coordinate systems commonly used in the U.S. Course topics include geographic &amp; plane coordinate systems, datums &amp; ellipsoids, the UTM coordinate system, the US State Plane coordinate system, &amp; coordinate system best practices for emergency management applications.</td>
</tr>
</tbody>
</table>
| **Capabilities** | The material covered in this online course is related, in part, to the following capabilities from the Homeland Security Target Capabilities List:  
1. Common: Communications  
2. Common: Planning  
3. Prevent: Information Gathering & Recognition of Indicators & Warnings  
4. Prevent: Information Sharing & Dissemination  
5. Prevent: Intelligence Analysis & Production  
6. Protect: Epidemiologic Surveillance & Investigation  
7. Respond: Critical Resource Logistics & Distribution  
8. Respond: Emergency Operations Center Management  
9. Respond: Emergency Public Information & Warning  
10. Respond: Environmental Health  
11. Respond: Mass Care (Sheltering, Feeding, Related Services)  
12. Respond: On-site Incident Management  
13. Respond: Responder Health & Safety  
| **Learning Objectives** | By the end of this online course, participants will be able to:  
1. List the common GIS coordinate systems used in the U.S.  
2. Describe geographic & plane coordinate systems.  
3. List the components of a fully specified coordinate system.  
4. Understand how positions are referenced in the UTM & US State Plane coordinate systems. |
| **Target Audiences** | First Responders, Practicing Health Professionals, Administrators, Emergency/Disaster Planners, Emergency Medical Services Personnel, Other Public Health Personnel |
Distance Learning:  
ArcGIS Emergency Planning & Response Exercises

Pacific EMPRINTS also offers online ArcGIS skills-building exercises, which provide a basic understanding of how to apply ArcGIS geographic information system tools to analyze various phenomena and threats and subsequently, plan for their impact. The exercises are in tutorial format with step-by-step instructions utilizing sample data relevant to Hawaii. These exercises require access to ArcGIS software and software extensions. Evaluation versions of required software are available via links on the Pacific EMPRINTS website. Below is a listing of ArcGIS Exercise courses available on our website. Detailed course descriptions are on the following pages.

As with the rest of Pacific EMPRINTS’ distance learning offerings, online ArcGIS exercises are free, and a Certificate of Completion is available to be printed for these exercises upon completion of the appropriate post-test with a score of 80% or higher.

**COURSE LISTING**

1. ArcGIS Exercise: Chemical Plume Modeling & Threat Zone Analysis
2. ArcGIS Exercise: Chemical Terrorism Risk & Evacuation Assessment
3. ArcGIS Exercise: Dengue Fever & West Nile Virus Monitoring & Mitigation
5. ArcGIS Exercise: Geocoding Health Facilities
7. ArcGIS Exercise: Hurricane Shelter Analysis
8. ArcGIS Exercise: Tracking SARS Outbreak
9. ArcGIS Exercise: Tsunami Runup Analysis
10. ArcGIS Exercise: Vaccine Distribution Analysis
<table>
<thead>
<tr>
<th>ArcGIS EMERGENCY PLANNING &amp; RESPONSE EXERCISE DESCRIPTIONS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ArcGIS Exercise: Chemical Plume Modeling &amp; Threat Zone Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Length</strong></td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ArcGIS Exercise: Chemical Terrorism Risk &amp; Evacuation Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Length</strong></td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
</tr>
</tbody>
</table>
## Learning Objectives

By the end of this exercise, participants will be able to:

1. Utilize GIS proximity tools to generate evacuation zones around blast sources.
2. Use GIS data join & overlay operations to combine population data from multiple sources.
3. Combine GIS selection, overlay, & statistics tools to estimate at-risk populations, households & housing units.
4. Apply GIS proximity & raster analysis tools to identify & map the potential chlorine gas exposure areas around multiple chemical release sources.

## Target Audiences

Administrators, Emergency/Disaster Planners, Other Public Health Personnel

### ArcGIS Exercise: Dengue Outbreak Analysis Using Spatial Statistics

#### Course Length

Approximately 100 minutes

#### Course Description

This exercise provides a basic understanding of how to apply ArcGIS geographic information system tools to analyze & map the geographic & temporal distribution of dengue-positive households & mosquito trap counts relative to other population & environmental datasets in order to monitor, quantify, & understand the spatial diffusion of the disease & its vectors during a dengue outbreak scenario. It is an exercise in tutorial format, with step-by-step instructions utilizing data for Oahu.

It requires access to ArcGIS ArcInfo version 9.1, 9.2, or later, & the Spatial Analyst extension. Evaluation copies of the software are available at the ESRI, with a link provided.

#### Capabilities

The material covered in this exercise is related, in part, to the following capabilities from the Homeland Security Target Capabilities List:

1. Common: Communications
2. Common: Planning
3. Prevent: Information Gathering & Recognition of Indicators & Warnings
4. Prevent: Information Sharing & Dissemination
5. Prevent: Intelligence Analysis & Production
6. Protect: Epidemiologic Surveillance & Investigation
7. Respond: Critical Resource Logistics & Distribution
8. Respond: Emergency Public Information & Warning
9. Respond: Mass Care (Sheltering, Feeding, Related Services)

#### Learning Objectives

By the end of this exercise, participants will be able to:

1. Utilize GIS tools to map disease occurrences by date.
2. Combine GIS overlay, statistics, & table join operations to measure & map the frequency of disease occurrences by Census units.
3. Use GIS spatial analyst tools to map the spatial density of disease occurrences.
4. Apply GIS tools to map disease vector counts over time & use spatial statistics tools to identify & map spatial clusters (hotspots) of disease vectors.
5. Apply spatial statistics tools to quantify & map geographic distributions & directional trends of disease occurrences over time & relative to other population & environmental datasets.

#### Target Audiences

Administrators, Epidemiologists, Emergency/Disaster Planners, Other Public Health Personnel

### ArcGIS Exercise: Dengue Fever & West Nile Virus Monitoring & Mitigation

#### Course Length

Approximately 45 minutes

#### Course Description

This exercise provides a basic understanding of how to apply ArcGIS geographic information system tools to monitor & map the spatial distribution of dengue fever & West Nile virus cases, map disease vector habitat ranges, & identify & map potential mosquito breeding areas in an effort to mitigate the effects of a dual dengue fever/West Nile virus outbreak. It is an exercise in tutorial format, with step-by-step instructions utilizing data for Oahu.

### Capabilities

<table>
<thead>
<tr>
<th>Capabilities</th>
<th>The material covered in this exercise is related, in part, to the following capabilities from the Homeland Security Target Capabilities List:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Common: Communications</td>
</tr>
<tr>
<td></td>
<td>2. Common: Planning</td>
</tr>
<tr>
<td></td>
<td>3. Prevent: Information Sharing &amp; Dissemination</td>
</tr>
<tr>
<td></td>
<td>4. Protect: Epidemiologic Surveillance &amp; Investigation</td>
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<tr>
<td></td>
<td>5. Respond: Critical Resource Logistics &amp; Distribution</td>
</tr>
<tr>
<td></td>
<td>6. Respond: Emergency Public Information &amp; Warning</td>
</tr>
<tr>
<td></td>
<td>7. Respond: Mass Care (Sheltering, Feeding, Related Services)</td>
</tr>
</tbody>
</table>

### Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>By the end of this exercise, participants will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Utilize GIS tools to display XY locations from tabular data sources.</td>
</tr>
<tr>
<td></td>
<td>2. Use GIS query tools to distinguish &amp; map disease types based on table attributes.</td>
</tr>
<tr>
<td></td>
<td>3. Apply GIS proximity tools to map habitat ranges around disease vector source locations.</td>
</tr>
<tr>
<td></td>
<td>4. Combine GIS overlay selection operations &amp; proximity tools to identify &amp; map potential disease vector breeding areas.</td>
</tr>
</tbody>
</table>

### Target Audiences

| Target Audiences | Administrators, Emergency/Disaster Planners, Other Public Health Personnel |

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### ArcGIS Exercise: GIS Mapping for Vulnerable Populations in Emergencies

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 90 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This exercise provides a basic understanding of how to apply ArcGIS geographic information system tools to map &amp; identify vulnerable populations &amp; facilities using different data sources &amp; to map hazard events, create threat evacuation zones, &amp; rapidly assess the potential total number of evacuees, affected facilities, &amp; vulnerable populations in those threat &amp; evacuation zones due to a mock earthquake &amp; related hazard events. It is an exercise in tutorial format, with step-by-step instructions utilizing data for Oahu and the Wahiawa community and requires access to ArcGIS ArcView version 9.2 or later.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capabilities</th>
<th>The material covered in this exercise is related, in part, to the following capabilities from the Homeland Security Target Capabilities List:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Common: Communications</td>
</tr>
<tr>
<td></td>
<td>2. Common: Community Preparedness &amp; Participation</td>
</tr>
<tr>
<td></td>
<td>3. Common: Planning</td>
</tr>
<tr>
<td></td>
<td>4. Respond: Citizen Evacuation &amp; Shelter-in-Place</td>
</tr>
<tr>
<td></td>
<td>5. Respond: Critical Resource Logistics &amp; Distribution</td>
</tr>
<tr>
<td></td>
<td>6. Respond: Emergency Public Information &amp; Warning</td>
</tr>
<tr>
<td></td>
<td>7. Respond: Mass Care (Sheltering, Feeding, Related Services)</td>
</tr>
<tr>
<td></td>
<td>8. Respond: On-site Incident Management</td>
</tr>
<tr>
<td></td>
<td>9. Respond: Search &amp; Rescue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>By the end of this exercise, participants will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Utilize GIS tools to map U.S. Census demographic data by Census block.</td>
</tr>
<tr>
<td></td>
<td>2. Combine table join, field calculation, &amp; statistics operations to estimate total population &amp; vulnerable population counts in community.</td>
</tr>
<tr>
<td></td>
<td>3. Use GIS tools to map facility locations based on tabular GPS coordinates.</td>
</tr>
<tr>
<td></td>
<td>4. Use address geocoding to map health facility &amp; school locations based on a table of street addresses.</td>
</tr>
<tr>
<td></td>
<td>5. Apply spatial queries to rapidly determine number of emergency &amp; health facilities &amp; schools in community.</td>
</tr>
<tr>
<td></td>
<td>6. Use GIS proximity analysis tools to buffer a hazard event &amp; create threat evacuation zones.</td>
</tr>
<tr>
<td></td>
<td>7. Combine GIS overlay, spatial queries, &amp; table statistics tools to estimate total number of evacuees in threat evacuation zones, identify affected facilities, &amp; estimate vulnerable populations in affected facilities.</td>
</tr>
</tbody>
</table>

| Target Audiences | Administrators, Emergency/Disaster Planners, Other Public Health Personnel |

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### ArcGIS Exercise: Geocoding Health Facilities

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 60 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This exercise provides a basic understanding of how to use ArcGIS geographic information system tools to create a GIS dataset from a list of addresses, a utility that is useful for many different emergency planning &amp; response applications. It is an exercise in tutorial format, with step-by-step instructions. The sample data used for the exercise is a list of health facility addresses for Hawaii. It requires access to ArcGIS ArcView version 9.1, 9.2, or later. Evaluation copies of the software are available at: <a href="http://www.esri.com/software/arcgis/arcview/eval/evalcd.html">http://www.esri.com/software/arcgis/arcview/eval/evalcd.html</a></td>
</tr>
</tbody>
</table>


| Learning Objectives | By the end of this exercise, participants will be able to: 1. Use ArcGIS to set up an address locator & set the address matching parameters to prepare for address geocoding. 2. Use ArcGIS to process a file of address locations & convert them to a GIS data layer. 3. Review the address geocoding results & investigate any unmatched addresses. |

| Target Audiences | Administrators, Emergency/Disaster Planners, Emergency Medical Services personnel, Other Public Health Personnel |

### ArcGIS Exercise: Hurricane Shelter Analysis

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 75 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This exercise provides a basic understanding of how to apply ArcGIS geographic information system tools to analyze the effects of a hurricane scenario on emergency shelters, &amp; to estimate the potential evacuation population. It is an exercise in tutorial format, with step-by-step instructions utilizing data for Oahu. It requires access to ArcGIS ArcView version 9.1, 9.2, or later. Evaluation copies of the software are available at: <a href="http://www.esri.com/software/arcgis/arcview/eval/evalcd.html">http://www.esri.com/software/arcgis/arcview/eval/evalcd.html</a></td>
</tr>
</tbody>
</table>


| Learning Objectives | By the end of this exercise, participants will be able to: 1. Utilize basic GIS overlay operations to combine separate hazard datasets into combined hazard layers. 2. Apply hazard layers to emergency shelter locations to determine usable & unusable shelters. 3. Combine GIS query & selection operations to calculate estimates of evacuation populations. 4. Combine shelter location & population datasets with neighborhood boundaries to estimate shelter capacity by neighborhood. |

| Target Audiences | Administrators, Emergency/Disaster Planners, Other Public Health Personnel |
### ArcGIS Exercise: Tracking SARS Outbreak

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 30 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This exercise provides a basic understanding of how to apply ArcGIS geographic information system tools to track the spatial &amp; temporal distribution of a SARS outbreak scenario &amp; identify &amp; map hotspot areas with high concentrations of cases. It is an exercise in tutorial format, with step-by-step instructions utilizing simulated data for Oahu. It requires access to ArcGIS ArcView version 9.1, 9.2, or later, &amp; the Tracking Analyst &amp; Spatial Analyst extensions. Evaluation copies of the software are available at: <a href="http://www.esri.com/software/arcgis/arcview/eval/evalcd.html">http://www.esri.com/software/arcgis/arcview/eval/evalcd.html</a></td>
</tr>
<tr>
<td><strong>Capabilities</strong></td>
<td>The material covered in this exercise is related, in part, to the following capabilities from the Homeland Security Target Capabilities List:</td>
</tr>
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</tr>
<tr>
<td></td>
<td>2. Common: Planning</td>
</tr>
<tr>
<td></td>
<td>3. Prevent: Information Sharing &amp; Dissemination</td>
</tr>
<tr>
<td></td>
<td>4. Protect: Epidemiologic Surveillance &amp; Investigation</td>
</tr>
<tr>
<td></td>
<td>5. Respond: Critical Resource Logistics &amp; Distribution</td>
</tr>
<tr>
<td></td>
<td>6. Respond: Emergency Public Information &amp; Warning</td>
</tr>
<tr>
<td></td>
<td>7. Respond: Mass Care (Sheltering, Feeding, Related Services)</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>By the end of this exercise, participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>1. Utilize geographic data that has a temporal component.</td>
</tr>
<tr>
<td></td>
<td>2. Apply tracking analysis GIS tools to map &amp; track the diffusion of disease cases over time.</td>
</tr>
<tr>
<td></td>
<td>3. Use tracking analysis animation tools to create animation files showing the disease distribution.</td>
</tr>
<tr>
<td></td>
<td>4. Use spatial analysis GIS tools to quickly identify areas of high to low concentrations of disease occurrence.</td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
<td>Administrators, Emergency/Disaster Planners, Epidemiologists, Other Public Health Personnel</td>
</tr>
</tbody>
</table>

### ArcGIS Exercise: Tsunami Runup Analysis

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Approximately 60 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This exercise provides a basic understanding of how to apply ArcGIS geographic information system tools, including the Model Builder, to analyze the effects of a tsunami scenario on emergency shelters &amp; public schools, &amp; to estimate the potential evacuation population. It is an exercise in tutorial format, with step-by-step instructions utilizing data for Oahu. It requires access to ArcGIS ArcView version 9.1, 9.2, or later, &amp; the Spatial Analyst extension. Evaluation copies of the software are available at: <a href="http://www.esri.com/software/arcgis/arcview/eval/evalcd.html">http://www.esri.com/software/arcgis/arcview/eval/evalcd.html</a></td>
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<tr>
<td></td>
<td>2. Common: Planning</td>
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<tr>
<td></td>
<td>3. Prevent: Information Gathering &amp; Recognition of Indicators &amp; Warnings</td>
</tr>
<tr>
<td></td>
<td>4. Prevent: Information Sharing &amp; Dissemination</td>
</tr>
<tr>
<td></td>
<td>5. Prevent: Intelligence Analysis &amp; Production</td>
</tr>
<tr>
<td></td>
<td>6. Respond: Critical Resource Logistics &amp; Distribution</td>
</tr>
<tr>
<td></td>
<td>7. Respond: Emergency Public Information &amp; Warning</td>
</tr>
<tr>
<td></td>
<td>8. Respond: Mass Care (Sheltering, Feeding, Related Services)</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>By the end of this exercise, participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>1. Utilize GIS tools &amp; the ArcGIS Model Builder together with elevation data to automate the process of tsunami hazard &amp; evacuation zone mapping.</td>
</tr>
<tr>
<td></td>
<td>2. Use GIS overlay operations within ArcGIS Model Builder to combine tsunami hazard zones with emergency shelters, schools, &amp; population data.</td>
</tr>
<tr>
<td></td>
<td>3. Apply GIS query &amp; selection operations to calculate estimates of evacuation populations.</td>
</tr>
<tr>
<td></td>
<td>4. Apply GIS query &amp; selection operations to identify &amp; map usable &amp; unusable shelters.</td>
</tr>
<tr>
<td><strong>Target Audiences</strong></td>
<td>Administrators, Emergency/Disaster Planners, Other Public Health Personnel</td>
</tr>
</tbody>
</table>
### ArcGIS Exercise: Vaccine Distribution Analysis

<table>
<thead>
<tr>
<th><strong>Course Length</strong></th>
<th>Approximately 45 minutes</th>
</tr>
</thead>
</table>

| **Course Description** | This exercise provides a basic understanding of how to apply ArcGIS geographic information system tools to provide logistical support for the distribution of vaccines during a smallpox epidemic scenario by solving road network, routing, & service area problems. It is an exercise in tutorial format, with step-by-step instructions utilizing data for Hawaii. It requires access to ArcGIS ArcView version 9.1, 9.2, or later, & the Network Analyst extension. Evaluation copies of the software are available at: http://www.esri.com/software/arcgis/arcview/eval/evalcd.html |


| **Learning Objectives** | By the end of this exercise, participants will be able to: 1. Use network analysis GIS tools to create network datasets from roads layers. 2. Apply network analysis tools & network datasets to find best vaccine distribution routes, alternative routes, & driving directions between airport locations & vaccination clinics. 3. Apply network analysis tools & network datasets to determine service areas around locations of emergency vaccination clinics & identify areas requiring mobile vaccination clinics. |

| **Target Audiences** | Administrators, Emergency/Disaster Planners, Other Public Health Personnel |
Distance Learning: Mini-Simulated Exercises

Pacific EMPRINTS offers trainees a unique chance to practice their knowledge of Personal Protective Equipment (PPE) by taking the mini-simulated exercises available on the home page of the Pacific EMPRINTS website, http://www.emprints.hawaii.edu. They are designed primarily for first responders, Emergency Medical Services personnel, and others who are likely to be on-site during the aftermath of various CBRNE incidents, and other public health emergencies.

As with the rest of Pacific EMPRINTS’ distance learning offerings, these mini-simulated exercises can be taken free of charge.

MINI-SIMULATED EXERCISE LISTING

1. Level A Personal Protective Equipment for CBRNE Scenario: Donning Level A Suit
2. Level C Personal Protective Equipment for CBRNE Scenario: Donning Level C Suit
3. Personal Protective Equipment Assessment: Order of Donning (Putting On) & Doffing (Removing) Personal Protective Equipment
4. Personal Protective Equipment for Avian Influenza Training Scenario: Suspected Case of Avian Influenza
Pacific EMPRINTS instructor-led training provides health professionals and first responders with a variety of face-to-face learning opportunities on various aspects of emergency preparedness and response. Trainings include preparedness and response to CBRNE (chemical, biological, radiological, nuclear, and explosive) and other public health emergencies, disaster life support, and geospatial information technologies. Learning environments include classroom and field settings with course lengths ranging from a couple hours up to 32 hours of instruction, depending upon the course.

Pacific EMPRINTS instructors are knowledgeable and experienced in their respective subject areas. CE and CME credits are provided for a number of the instructor-led trainings, and in most cases a Certificate of Completion is provided.

Pacific EMPRINTS instructor-led training opportunities are organized into the following five categories with more detailed information provided in the subsequent pages:

1. Live Training Events
2. National Disaster Life Support (NDLS) Training
3. Geospatial Information Technologies Training
4. Informational Lectures
5. Workshops

Instructors are also available to conduct general awareness classes at conferences, seminars, and colloquia. Also, on-site instruction is available for some courses, where the instructor comes to your organization to conduct the training.

Course Registration and Fees

Instructor-led training fees vary depending upon the course. Prospective trainees can read course and event descriptions and register for most courses and events at the Pacific EMPRINTS website, http://www.emprints.hawaii.edu. To book instructors for a professional development conference or for some other training need, please contact Pacific EMPRINTS at (808) 956-9473, or via email at emprints@hawaii.edu.

The website, http://www.emprints.hawaii.edu, is continually updated with new courses and events and information to keep pace with new and emerging threats worldwide.

Live training event with volunteer victims.
Live training events provide an unparalleled opportunity for disaster management agencies to work and communicate together in response and recovery using mock emergency scenarios. Live training events are crucial for identifying strengths and weaknesses within and among agency response personnel and agency protocols. Past scenarios have addressed chemical (nerve agents), radiological and bioterrorism threats.

One such live training event was conducted on May 4th, 2006 at the Waipio Soccer Complex in Honolulu, HI, and involved over 150 personnel from Emergency Medical Services, the Mobile Vaccination Team, the Honolulu Fire Department, the HAZMAT Team, and the Honolulu Police Department. They responded to a mock dirty bomb explosion on a large tourist bus carrying passengers outside of a 4,000 person capacity soccer stadium. Actors were used to represent victims and other bystanders.

In live training events, each agency responds using its established protocols as if it were a real event, and the true nature of the event unfolds in real-time. Events are run from the initial report of the incident to securing the site and removing any potential follow-on disasters, such as secondary explosives, to triaging all victims and evacuating the patients to hospitals.

These live training events run between 3-4 hours and allow different agencies to work together in response to mock emergency scenarios that could be real situations at any time in their actual work environments. The scenarios are general enough that they can be duplicated on other islands and in other states by comparable agencies for those areas. The Pacific EMPRINTS live training events can involve all the disciplines in the health professions, and each event includes a different CBRNE scenario.

Live training event with volunteer victims.
In 2003, the American Medical Association (AMA), in partnership with four major medical centers and three national health organizations, established the National Disaster Life Support (NDLS) training program to better prepare healthcare professionals and emergency response personnel for mass casualty events. The overarching goal is to standardize emergency response training nationwide and strengthen our nation’s public health system.

The NDLS courses stress a comprehensive all-hazards approach to help physicians and other health professionals deal with catastrophic emergencies from terrorist acts as well as from explosions, fires, natural disasters (such as hurricanes and floods), and infectious diseases.

In large-scale mass casualty events, physicians and other healthcare workers must be knowledgeable of the need for efficient coordination among local, state, and federal emergency response efforts; how to protect themselves and others from further harm; how to communicate effectively with other emergency personnel and the media; and how to address the unique psychological impacts and related social chaos that may ensue. By completing these courses, clinicians will better understand their integrated roles in the broader disaster response system.

Effective Fall of 2008, Pacific EMPRINTS became the National Disaster Life Support (NDLS) Training Center-Pacific. Pacific EMPRINTS is one of 35 NDLS Regional Training Centers in the United States and is the only such Center in Hawaii. Pacific EMPRINTS and its associated NDLS Faculty are able to offer the following two courses in Hawaii and other locations in the Pacific region. The following pages contain flyers with details regarding each of the NDLS courses listed below.

1. Basic Disaster Life Support (BDLS)
2. Advanced Disaster Life Support (ADLS)
Instructor-Led NDLS Training: Basic Disaster Life Support (BDLS)

Pacific Emergency Management, Preparedness, and Response Information Network and Training Services and The National Disaster Life Support National Training Center of Texas present:

Basic Disaster Life Support™

REGISTER EARLY • LIMITED SEATING!

FEBRUARY 4, 2009
Hilton Kaui Beach Resort
4331 Kaui Beach Drive
Lhue, Kauai
Registration Deadline: January 29, 2008

Course fee includes: course materials, AMA certificate of completion, lunch, and refreshments.

BDLS®, the first in a three-course series, is a review of the all-hazards topics including natural and occidental man-made events, traumatic and explosive events, nuclear and radiological events, biological events, and chemical events. Also included is information on the health care professionals’ role in the public health and incident management systems, community mental health, and special needs of underserved and vulnerable populations. The recognition and management of the disaster scene and victims are reinforced through a unique approach, introduced in the Core Disaster Life Support Course called the D-I-S-A-S-T-E-R paradigm.

COURSE AGENDA

7:30 - 8:00am Registration
8:00 – 8:50am The Disaster Paradigm
5:50 – 9:00am Break
9:00 – 9:30am Natural Disasters
9:30 – 10:30am Chemical Events
10:30 – 10:40am Break
10:40 – 11:30am Traumatic and Explosive Events
11:30 – 12:30pm Lunch
12:30 – 1:30pm Biological Events
1:30 – 2:30pm Nuclear and Radiological Events
2:30 – 3:30pm Psychological Aspects
3:30 – 4:00pm Public Health Implications of Disasters
4:00 – 4:10pm Break
4:10 – 4:30pm Evaluation and Testing

*CE Credit is available for all participants who successfully complete this BDLS course.

REGISTRATION

To register for the BDLS course, please go to www.emprints.hawaii.edu and click on the BDLS link. Please register and submit payment by the registration deadlines.

For more information, contact:
E-mail: emprints@hawaii.edu

Please check our website for updates!

www.emprints.hawaii.edu

Instructor Dr. Michael Proctor at the November 2007 BDLS training.

Pacific EMPRINTS is funded by the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Preparedness and Response (ASPR), Grant No. 701HP0427-0100.
Instructor-Led NDLS Training:
Advanced Disaster Life Support (ADLS)

Pacific Emergency Management, Preparedness, and Response Information Network and Training Services at the University of Hawaii at Manoa and The National Disaster Life Support National Training Center of Texas present:

Advanced Disaster Life Support™ (ADLS)

REGISTRATION DEADLINE: NOV. 12, 2008 • LIMITED SEATING!

ADVANCED DISASTER LIFE SUPPORT™
ADLS® is an advanced practical course for the trained BOLIS® provider. It is an intensive, two-day course that allows students to demonstrate competencies in casualty decontamination, specified essential skills, and mass-casualty incident information systems/technology applications. Using simulated, all-hazards scenarios and mass casualty incidents, ADLS® makes use of four interactive sessions in which participants treat simulated patients in various disaster drills and situations. Training is focused on the development of hands-on skills to allow participants to apply the knowledge learned in BOLIS®.

MASS TRIAGE™—This challenging station allows the students to practice the concepts of the disaster paradigm with an emphasis on patient triage. Simulated disaster victims must be triaged and treated correctly while attempting to manage a chaotic scene and request appropriate resources.

Personal Protective Equipment (PPE) and Decontamination—This station teaches important concepts about the use of personal protective equipment (PPE) and decontamination technique. Students are given the opportunity to wear PPE and participate in a simulated decontamination while attempting to render medical care.

Disaster Skills—This station teaches information about vital skills necessary for medical disaster management. Students are taught about the Strategic National Stockpile and proper Mark I kit use. Students are also allowed to practice Smallpox immunization.

Human Patient Simulator—This station is designed to reinforce the detection and proper treatment of conditions that may occur during disasters that we do not normally treat. Treatment of chemical, biological, and traumatic patients is covered. The use of high fidelity human patient simulators allows the student to see, hear, and feel information that would normally be provided by an instructor, creating a more realistic experience than standard mannequins can provide.

TARGET AUDIENCE
Physicians, Nurses, EMTs, Paramedics, Pharmacists, Allied Health Professionals, and Medical Students
- Pre-requisites: BOLIS®
- Course Length: 16 hours
- Recertification: Every three years

COURSE AGENDA
Day One
- DISASTER Paradigm
- Casualty Decontamination
- Legal Issues
- Media and Communications
- Community, State and Federal Resources
- Mass Fatality Management
- Tabletop Sessions

Day Two
- Skills Lab “Hands On”
- Mass Triage
- Clinical Scenarios
- Human Simulator Lab
- Disaster Skills
- Personal Protective Equipment
- Decontamination

CE CREDITS:
CME (15.5 – AMA®*) + CNE (17.5 – Texas DSIS) + RS (7.5 – Texas DSIS) + EMS (15.5 – TECIS) + ECEMS (16 – UTSW EMS) +

**Please note the AMA takes up to six months to process the certificate.

ONLINE REGISTRATION
Please visit our website: www.emprints.hawaii.edu and click on the Advanced Disaster Life Support (ADLS) link. Checks, credit cards, and purchase orders accepted.

PLEASE CHECK OUR WEBSITE FOR UPDATES!
www.emprints.hawaii.edu

Pacific EMPRINTS is funded by the U.S. Department of Health and Human Services, Office of the Secretary for Preparedness and Response (ASPR), Grant No. TD1HP6427-01A0.
Pacific EMPRINTS provides training and support on the use of geographic information systems (GIS), digital mapping, global positioning system (GPS), and related technologies, with special emphasis on emergency planning, emergency response, health, and public health applications. Pacific EMPRINTS is an ESRI-Authorized Partner Education Center (APEC), **one of only sixteen such centers in the United States**. Environmental Systems Research Institute, Inc. (ESRI) is the world’s leading developer of geographic information system software and technology. In June 2007, Pacific EMPRINTS received the “Special Achievement in GIS” award from ESRI for its contributions to global society and setting new precedents throughout the GIS community.

The GIS-enhanced training offered by EMPRINTS is extremely useful for operational incident management. Basic geographic and map literacy is increasingly becoming an essential skill of health professionals, first responders, and disaster managers. These groups must understand where an emergency or outbreak is taking place, where victims can be treated in relation to locations of health resources, what areas need to be evacuated and to where via what routes, and where personnel and equipment can be strategically and safely staged. GIS and GPS technologies are now being embedded in health systems in ways that can dramatically enhance problem-solving and decision-making, and assist health professionals in identifying and responding more effectively to CBRNE terrorism and other public health emergencies. In addition to online GIS courses, face-to-face workshops exploring the role of GIS in emergency preparedness and response are available to health professionals.

Pacific EMPRINTS’ classroom is equipped with 16 student workstations and the latest GIS software, including ArcGIS Desktop (ArcInfo), Spatial Analyst, Network Analyst, 3D Analyst, Tracking Analyst, ArcPad, and more. Pacific EMPRINTS also has mobile classroom equipment which can be brought to any facility, and has been used for workshops on outer islands.

Pacific EMPRINTS currently offers the following GIS workshops on a regular basis:

1. Geographic Information Technologies for Emergency Preparedness & Response
2. Introduction to ArcGIS 1
3. Introduction to ArcGIS Geoprocessing Scripts Using Python
4. Working with ArcGIS Spatial Analyst

GIS awareness lectures, consulting, data development assistance, and project management can also be provided by our two ESRI-Authorized GIS course instructors. In addition, we offer custom courses based on client need. Topic areas may include:

1. Introduction to GIS
2. Mapping vulnerable populations
3. Address geocoding
4. GPS field mapping: concepts and best practices
5. Google Earth and ArcGIS

Other topics by request.
Instructor-Led Geospatial Information Technologies: Geographic Information Technologies for Emergency Preparedness & Response


Course Description: This four-day course is an introduction to geographic information system (GIS) and global positioning system (GPS) technologies and their applications to emergency management, preparedness, and response. The course consists of three modules, including an introduction to GIS concepts, data formats and ArcGIS software; mobile GIS applications using GPS, PDAs and ArcPad to collect field data; and GIS mapping and analysis applications using ArcGIS software and internet mapping tools. This course is designed to enhance awareness, problem-solving, and decision-making through the use of GIS technologies and digital mapping.

Course Objectives: By the conclusion of this workshop, students will:

1. Discuss and explain the significance of using GIS technologies as practical tools in emergency management, preparedness, and response fields.
2. Demonstrate an understanding of and ability to integrate mapping, spatial reasoning and decision-making into their professions.
3. Demonstrate an understanding of fundamental concepts, techniques and best practices related to GIS mapping and analysis and mobile GIS data collection.
4. Participate in field data collection exercises using GIS software and GPS technology.
5. Participate in scenario-based exercises using GIS as a tool for emergency management, planning, and response.

Target Audience: Health professionals, first responders, disaster managers, and related professions. No previous experience is required other than familiarity with windowing software.

Module 1: Introduction to ArcGIS 9.x (16 hours): Module 1 consists of the ESRI-authored course, Introduction to ArcGIS I. Participants will learn fundamental GIS concepts, how to search for, recognize and work with various GIS and tabular data formats, how to query and analyze GIS data, and how to create maps. Participants completing the module are eligible to receive a Certificate of Completion from ESRI.

Module 2: Mobile GIS Data Collection (8 hours): This module focuses on mobile GIS data collection tools, techniques and applications to emergency planning and response. Participants will learn how the global positioning system (GPS) works as well as how to collect and download position measurements and feature attributes using a GPS receiver. In addition, participants will gain hands-on experience using GPS receivers with PDAs and ArcPAD software to take GIS data into the field, update it, and return it to the GIS database. Throughout the module, participants will learn best practices for implementing GPS data collection and mapping.

Module 3: GIS Mapping & Analysis (8 hours): This module will demonstrate how health professionals, responders and managers can utilize GIS mapping and analysis as well as internet mapping applications as practical tools for addressing a variety of emergency management, preparedness, and response issues. Participants are presented with emergency scenarios and will use ArcGIS and internet mapping applications to enhance situation assessment, decision-making, and incident reporting.
Instructor-Led Geospatial Information Technologies: Introduction to Geoprocessing Scripts Using Python

Introduction to Geoprocessing Scripts using Python

Are you an ArcGIS user who needs to automate GIS data processing tasks? Do you need to make complex ArcGIS tasks quickly and easily repeatable? Are you a scientific ArcGIS user who needs research analyses to be reproducible and self-documenting?

Course Description
This two-day ESRI course, taught by an ESRI-Authorized Instructor, introduces the Python scripting language and shows how it can be used to access and automate geoprocessing functionality in ArcGIS. Students first learn basic Python scripting syntax, then begin writing scripts to automate geoprocessing operations. Students also learn to incorporate Python scripts as custom tools in ArcToolbox.

This course contributes to one of the ESRI Training and Education Learning Pathways. To learn more, go to training.esri.com.

Learning Objectives
Those completing this course will be able to:
- Understand the basics of the Python scripting language.
- Understand how scripts can be used in the ArcGIS geoprocessing framework.
- Incorporate tools and environment settings into scripts.
- Incorporate cursors, describe objects, and enumerations into scripts.
- Work with scripts in ArcToolbox.
- Access resources for debugging Python code.

Course Prerequisites
Students taking this class should have completed Introduction to ArcGIS I (or Learning ArcGIS Desktop) or have equivalent knowledge. Additional experience with ArcGIS or Introduction to ArcGIS II is desirable. Familiarity is also required with basic programming concepts, such as using loops and conditional statements.

Schedule & Registration
For more information, to see the current course schedule, and to register for the course, go to www.emprints.hawaii.edu/qgis/python.html.

Pacific EMPRINTS is an ESRI Authorized Partner Education Center.

Pacific Emergency Management, Preparedness, and Response
Information Network and Training Services
University of Hawai'i at Manoa
1960 East-West Road, Manoa
Honolulu, HI 96822-2220
Phone: 808.956.9450 • Fax: 808.956.0458
Email: emprints@hawaii.edu • Web: www.emprints.hawaii.edu

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Instructor-Led Geospatial Information Technologies: Working with ArcGIS Spatial Analyst

Working with ArcGIS Spatial Analyst

Are you an ArcGIS user needing to develop your understanding and use of raster datasets?  
Do you need to improve your raster-based spatial analysis skills?  
Do you need to build and implement spatial models?  
Do you want to use the ArcGIS Spatial Analyst tools and ModelBuilder?

Course Description
This three-day ESRI course, taught by an ESRI-Authorized Instructor, introduces the ArcGIS Spatial Analyst software tools for conducting advanced spatial analyses and creating different types of spatial models. Students first learn fundamental raster data concepts, then how to apply Spatial Analyst tools to create, process, and analyze spatial data. Students examine problems that are best solved in a raster environment such as surface analysis and distance measurements. Finally, students learn spatial modeling concepts and issues, and how to design and implement spatial models using the ModelBuilder.

This course contributes to one of the ESRI Training and Education Learning Pathways. To learn more, go to training.esri.com.

Learning Objectives
Those completing this course will be able to: 
- Understand fundamental raster concepts.  
- Display and query raster data.  
- Georeference, transform, and project raster data.  
- Create geodatabase raster datasets and raster catalogs.  
- Understand how ArcGIS Spatial Analyst tools are organized.  
- Apply ArcGIS Spatial Analyst tools for surface and distance analyses.  
- Use surface and groundwater hydrology tools.  
- Use map algebra functions.  
- Interpolate surfaces from sample points.  
- Understand basic suitability modeling methodology.  
- Use ModelBuilder to create suitability models.

Course Prerequisites
Students taking this class should have completed Introduction to ArcGIS (or Learning ArcGIS Desktop) or have equivalent knowledge.

Schedule & Registration
For more information, to see the current course schedule, and to register for the course, go to www.emprints.hawaii.edu/cis/spatial.html.
Pacific EMPRINTS offers and sponsors a number of face-to-face informational lectures and short, hands-on trainings throughout the year on CBRNE (Chemical, Biological, Radiological, Nuclear and Explosive) events and other public health emergencies. Pacific EMPRINTS instructors and lecturers are knowledgeable and experienced in their subject areas. CE and CME credits are given for a number of the educational offerings.

Instructors are also available to conduct general awareness classes at conferences, seminars, and colloquia. Standardized and specialized lectures that Pacific EMPRINTS staffers have given in the past are listed below. For more information, contact Pacific EMPRINTS at 956-9473 or visit our website at www.emprints.hawaii.edu.

### INFORMATIONAL LECTURE LISTING

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>All-Hazards Module for the Medical Reserve Corps (MRC) on Natural Disasters, Vulnerable Populations, and Human Rights</td>
</tr>
<tr>
<td>2.</td>
<td>All-Hazards Module on the Use of Problem-Based Learning (PBL)</td>
</tr>
<tr>
<td>3.</td>
<td>Basic Emergency Preparedness and Competencies for Medical Reserve Corps (MRC) Volunteers</td>
</tr>
<tr>
<td>4.</td>
<td>Basic Emergency Preparedness and Medical Reserve Corps Competencies</td>
</tr>
<tr>
<td>5.</td>
<td>CBRNE Awareness / Refresher Training</td>
</tr>
<tr>
<td>6.</td>
<td>Climate Change and Disaster Management</td>
</tr>
<tr>
<td>7.</td>
<td>Disaster Preparation for Health Professionals</td>
</tr>
<tr>
<td>8.</td>
<td>Disaster Preparedness Training for Community-Based Providers</td>
</tr>
<tr>
<td>9.</td>
<td>Disaster Preparedness Training for the Dental Profession</td>
</tr>
<tr>
<td>10.</td>
<td>Disaster Triage for Mass Casualty Incidents (MCIs) and Epidemics</td>
</tr>
<tr>
<td>12.</td>
<td>General Awareness Training for EMTs &amp; First Responders</td>
</tr>
<tr>
<td>13.</td>
<td>General Awareness Training for Filipino Health Workers</td>
</tr>
<tr>
<td>14.</td>
<td>General Awareness Training for Maui County Health Professionals</td>
</tr>
<tr>
<td>17.</td>
<td>Geographic Information Technologies for Health Professionals</td>
</tr>
<tr>
<td>18.</td>
<td>Geographic Information Technologies: Two Public Health Applications</td>
</tr>
<tr>
<td>19.</td>
<td>Geographic Information Technology Training for Public Health Professionals</td>
</tr>
<tr>
<td>20.</td>
<td>Hawaii Dental Association (HDA) General Awareness Training</td>
</tr>
<tr>
<td>21.</td>
<td>HAZMAT Awareness &amp; Refresher Training</td>
</tr>
<tr>
<td>22.</td>
<td>Intermediate-Level Problem-Based Learning (PBL) Module on Bioevents</td>
</tr>
<tr>
<td>23.</td>
<td>International Problem-Based Learning (PBL) Session Utilizing Meningitis and Pandemic Influenza Cases</td>
</tr>
<tr>
<td>24.</td>
<td>Introduction to the Medical Reserve Corps (MRC) and Basic Emergency Preparedness</td>
</tr>
<tr>
<td>25.</td>
<td>Introductory All-Hazards Module on the Use of Problem-Based Learning to Address Issues of Vulnerable Populations</td>
</tr>
<tr>
<td>26.</td>
<td>Introductory Biological Problem-Based Learning (PBL) Module on Dengue</td>
</tr>
<tr>
<td>27.</td>
<td>Introductory Biological Problem-Based Learning Module on Pandemic Influenza</td>
</tr>
<tr>
<td>28.</td>
<td>Introductory Biological Problem-Based Learning Module on Salmonella</td>
</tr>
<tr>
<td>29.</td>
<td>Introductory Biological Problem-Based Learning Module on Tuberculosis</td>
</tr>
<tr>
<td>30.</td>
<td>Medical Reserve Corps (MRC) Lecture on Highly Pathogenic Avian Influenza</td>
</tr>
<tr>
<td>31.</td>
<td>Medical Reserve Corps (MRC) Lecture on Real Life Experiences with the Incident Command System (ICS)</td>
</tr>
<tr>
<td>32.</td>
<td>Medical Reserve Corps (MRC) Orientation</td>
</tr>
<tr>
<td>33.</td>
<td>Medical Reserve Corps (MRC) Session on Vulnerable Populations and Disasters in Hawaii</td>
</tr>
<tr>
<td>34.</td>
<td>Nurses and Bioterrorism: Where Do We Fit In?</td>
</tr>
<tr>
<td>35.</td>
<td>Weapons of Mass Destruction (WMD) / Bioterrorism (BT) for Healthcare Professionals</td>
</tr>
<tr>
<td>36.</td>
<td>Pandemic Influenza Problem-Based Learning (PBL) Discussion</td>
</tr>
<tr>
<td>37.</td>
<td>Personal Protective Equipment (PPE) Session for Response to Avian Influenza, Protective Equipment, Respiratory Protection, and Worker Safety</td>
</tr>
<tr>
<td>38.</td>
<td>Point of Distribution Operations (POD) for Pandemic Influenza</td>
</tr>
<tr>
<td>39.</td>
<td>Point of Distribution (POD) Planning and Training</td>
</tr>
<tr>
<td>40.</td>
<td>Public Health Response to Bioevents: Implications for Campus Health Services</td>
</tr>
<tr>
<td>41.</td>
<td>Role of the Community-Based Provider as a Public Health Medical Reserve Corps (MRC) Volunteer</td>
</tr>
<tr>
<td>42.</td>
<td>Role of the Public Health Nurse in Natural or Manmade Disasters (Disaster Planning and Response)</td>
</tr>
<tr>
<td>43.</td>
<td>School of Health Nurses in Disaster Response</td>
</tr>
<tr>
<td>44.</td>
<td>Vulnerable Populations and Issues in Sheltering</td>
</tr>
<tr>
<td>45.</td>
<td>Weapons of Mass Destruction (WMD) / Bioterrorism (BT) Awareness for First Responders</td>
</tr>
</tbody>
</table>
Instructor-Led Training: Workshops

Pacific EMPRINTS collaborates with many different partners to bring a variety of skill-building workshops and trainings on topics of interest to all types of health professionals. Workshops that have been offered in the past include:

1. Pacific Region Avian Influenza Workshop
2. Mather LifeWays PREPARE Workshop
3. Disaster Behavioral Health: A Critical Response
4. Psychological First Aid in Practice: Helping People Cope During Disasters & Public Health Emergencies
Instructor-Led Workshops: Pacific Region Avian Influenza Workshop

The ADAP/Paravet Program at CTAHR (College of Tropical Agriculture and Human Resources) is associated with American Samoa, Pohnpei, Guam, Palau, Majuro and Saipan. This faculty and staff network brings over 480 people together, including highly skilled public health and other health professionals and epidemiologists. Paraveterinarians provide a service that is much needed since many countries and islands in the Pacific lack the services of trained veterinarians because of the shortage of veterinarians. For outbreaks of animal diseases such as Foot-and-Mouth disease, swine influenza or avian influenza, the trained ability to track, identify and report in an expedient and accurate way the suspected disease can be facilitated with the use of GIS to better ensure health and safety for the affected populations.

This 5-day GIS-inclusive workshop brought together in-the-field paraveterinarians, along with their epidemiological counterparts to learn how to prevent, prepare, track, sample, and respond to a possible Avian Influenza outbreak in the U.S.-Affiliated Pacific Islands.

**Day 1: Welcome & Introductions**
- Emergency Events
- Basic Principles/Preparedness Training for Biological Outbreak/Disasters
  - Hand Hygiene to Prevent the Spread of Diseases
  - Personal Protective Equipment (PPE)

**Day 2: Avian Influenza Surveillance Plan**
- Avian Influenza Response Plan
- Backyard Biosecurity
- Throat & Cloacal Samples
- Whole Bird Samples/Specimens
- Emergency Response to Bird Mass Mortality/Morbidity Event

**Day 3: GPS/GIS Training Sessions**
- Field Exercise Including:
  - Preparing for Dead Bird Surveillance: Measuring & Mixing Disinfectants
  - Dead Bird Surveillance: Collecting & Shipping Samples
  - Dead Bird Surveillance & Response: Collecting Bird Carcasses for Sampling and Disposal

**Day 4: Community Education**
- Additional Resources
  - Other collaborators were U.S. Fish and Wildlife Services, Environmental Planning Services, Hawaii State Department of Agriculture, Asia-Pacific Institute of Tropical Medicine and Infectious Diseases, National Park Services, Guam Territorial Veterinarians, USGS National Wildlife Health Center, and ESRI.
Instructor-Led Workshops: Mather LifeWays PREPARE Workshop

Pacific Emergency Management, Preparedness, and Response Information Network and Training Services at the University of Hawaii presents:

**P-R-E-P-A-R-E WORKSHOP**

**REGISTRATION DEADLINE: JUNE 18, 2008 • LIMITED SEATING!**

**ABOUT MATER LIFEWAYS**
Mather LifeWays is a not-for-profit organization based in Evanston, Illinois, with a 60+ year track record of enhancing the lives of older adults. Its Institute on Aging provides services such as nutrition counseling and senior care programs. Mather LifeWays has conducted P-R-E-P-A-R-E train-the-trainer classes in all 50 states by August 2008.

**WHAT WILL YOU LEARN?**
P-R-E-P-A-R-E Specialist leaves the workshop with:
- Trainer Guide for eight learning modules
- CD-ROM of resources and templates
- Comprehensive handouts
- Certificates of completion
- Access to PREPARE specialist webpage
- DVDs with videos of selected modules
- Continuing education units
- A self-study version of the modules to allow for flexibility in training

**WHO SHOULD ATTEND A P-R-E-P-A-R-E WORKSHOP?**
- Directors of Nursing
- Educational Directors or Specialists
- Health Care Administrators
- Human Resources Directors
- Risk Managers
- Social Workers
- Safety Officers

As a result of support from major grants received by Pacific EMPRINTS from the Office of the U.S. Assistant Secretary for Preparedness and Response, there is no cost for attending this program or for the materials that will be provided. However, there will be a nominal fee to cover all food and refreshment costs. Because of space limitations, registration is required.

**JUNE 25–26, 2008**
**HILTON WAIKIKI PRINCE KUHIO HOTEL**
Hawaii I Room
2500 Kuhio Avenue
Honolulu, HI 96815

**REGISTRATION:**
June 25—7:30 am
Modules 1–3, 5, 6
June 25, 8:00–4:30 pm
Modules 4, 6–8
June 26, 8:00–4:30 pm

*Participants must attend both days to receive certificates of completion for this two-day workshop.

**WHAT IS P-R-E-P-A-R-E?**
Prep Single the long-term care workforce with knowledge and competencies to deal with natural disasters and other public health emergencies
Readiness, recognition, and multidisciplinary response to disasters and emergencies
Educate core trainers
Produce an effective long-term care workforce able to treat older adults in such emergencies
Alert the public health system of emergencies
Resources for continuing disaster preparedness education
Evaluating the program’s impact

**REGISTRATION**
To register for the P-R-E-P-A-R-E workshop, please return the form and payment no later than June 18, 2008 to:
Pacific EMPRINTS
1960 East-West Road
Biomedical Sciences Bldg. A108
Honolulu, Hawaii 96822

Checks, credit cards, and purchase orders accepted.

Pacific EMPRINTS is funded by the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Preparedness and Response (ASPR), Grant No. T01HP6427-0100.
Instructor-Led Workshops:
Disaster Behavioral Health: A Critical Response

Pacific Emergency Management, Preparedness, and Response Information Network and Training Services at the University of Hawaii at Manoa presents:

DISASTER BEHAVIORAL HEALTH:
A CRITICAL RESPONSE

JACK HERRMANN, M.S.Ed., NCC, LMHC

REGISTRATION DEADLINE: JULY 21, 2008 • LIMITED SEATING!

WHERE:
The Japanese Cultural Center of Hawaii
Menehune Grand Ballroom
2454 South Beretania Street
Honolulu, Hawaii 96820

PROGRAM OVERVIEW
The course provides essential preparation for mental health and other helping professionals employed in a variety of settings during the aftermath of disasters and emergencies.

WHO SHOULD ATTEND?
- Psychologists, psychiatrists, and other licensed mental health professionals
- Emergency medical personnel and first responders
- Public health professionals
- Individuals who may aid and/or be called upon in times of disasters and emergencies

OBJECTIVES
After successfully completing this program, participants will understand:
- Key phrases of disaster preparedness, response, and recovery and the roles assumed by mental health professionals along this continuum.
- Psychological, psychosocial, and psychospiritual reactions that individuals experience in the aftermath of a disaster or other public health emergencies.
- Key interventions and activities in responding to the psychological, psychosocial, and psychospiritual reactions of disaster survivors and responders.
- Key mechanisms of self-care and transitioning from a disaster response or relief operation.

ABOUT JACK HERRMANN
Mr. Herrmann is the Senior Advisor for Public Health Preparedness at the National Association of County and City Health Officials (NACCHO). He is a distinguished trainer having trained mental health, health, and spiritual care professionals across the country. As the former Director of the Mental Health Program at the University of Rochester Medical Center (2004-2007), Mr. Herrmann designed, implemented, and managed a grant-funded statewide disaster mental health training program for the New York State Department of Health and the New York State Office of Mental Health. He is the co-author of Psychological First Aid Field Operation Guide – MRCA Adaptation currently used by the Medical Reserve Corps across the country, as well as the co-author of the Psychological First Aid: Helping Others in Times of Stress training curriculum for the National American Red Cross. Mr. Herrmann has been the recipient of over a dozen service awards for his distinguished work in the field of mental health.

REGISTRATION APPLICATION
Please complete the Disaster Behavioral Health Registration Form and Participant Training Application available at www.emprints.hawaii.edu.

Please note that the Participant Training Application is required to ensure that class participants have the prerequisite mental health educational background and/or professional role required for the course. This application must be approved by the course instructor before your registration is confirmed.

The Registration Form, Participant Training Application, and payment must be received no later than July 21, 2008. Payment and both forms should be sent to:

Pacific EMPRINTS, Attn: Registrations, 1960 East-West Road, Biomedical Sciences Building A108, Honolulu, Hawaii 96822-2223.
Phone: (808) 956-9473, Fax: (808) 956-9458.
Email: emprints@hawaii.edu

Pacific EMPRINTS is funded by the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Preparedness and Response (ASPR), Grant No. T01HP6427-010C.
Instructor-Led Workshops: Psychological First Aid in Practice: Helping People Cope During Disasters & Public Health Emergencies

Pacific Emergency Management, Preparedness, and Response Information Network and Training Services at the University of Hawaii at Manoa presents:

PSYCHOLOGICAL FIRST AID
JACK HERRMANN, M.S.Ed., NCC, LMHC

REGISTRATION DEADLINE: JULY 23, 2008 • LIMITED SEATING!

WHEN:
Thursday, July 31, 2008
6:00 pm - 9:00 pm
Class Limit: 30

WHERE:
University of Hawaii at Manoa
Queen Liliuokalani Center for Student Services
2600 Campus Road, Room 411
Honolulu, HI 96822

REGISTRATION DEADLINE:
July 23, 2008

ABOUT JACK HERRMANN
Mr. Herrmann is a Senior Advisor for Public Health Preparedness at the National Association of County and City Health Officials (NACCHO). He is a distinguished trainer having trained mental health, health, and spiritual care professionals across the country. As the former Director of the Mental Health Program at the University of Rochester Medical Center (2004-2007), Mr. Herrmann designated, implemented, and managed a grant-funded statewide disaster mental health training program for the New York State Department of Health and the New York State Office of Mental Health. He is a co-author of Psychological First Aid Field Operation Guide – MRC Adaptation currently used by the Medical Reserve Corps across the country, as well as the co-author of the Psychological First Aid: Helping Others in Times of Stress training curriculum for the National American Red Cross. Mr. Herrmann has been the recipient of over a dozen service awards for his distinguished work in the field of mental health.

PROGRAM OVERVIEW
This is an introduction to Psychological First Aid (PFA) and Workforce Resilience. This course will prepare participants to provide compassionate care and emotional support after a disaster strikes or when a public health emergency is declared.

PROGRAM OBJECTIVES
- Identify the core components of PFA.
- Recognize the importance of PFA as a key mechanism for enhancing Workforce Resilience.
- Develop skills in recognizing situations in which PFA can and should be used.
- Practice PFA in scenario-based exercises to enhance skill building.
- Meet the basic needs of individuals who have survived or responded to a disaster or public health emergency.

WHO SHOULD ATTEND THE PSYCHOLOGICAL FIRST AID WORKSHOP?
This program is designed for individuals who provide assistance in the aftermath of disaster, including:
- Physicians, especially psychiatrists.
- Psychologists and other mental health professionals.
- Human services personnel, health professionals, law enforcement, fire fighters, and emergency medical personnel.
- Individuals who may be called upon to work in a disaster setting, such as a healthcare facility, a family assistance center, or other disaster relief sites.

ONLINE REGISTRATION
To register online, please visit our website www.emprints.hawaii.edu and click on the Psychological First Aid link. Checks, credit cards, and purchase orders accepted.

COURSE STRUCTURE AND SCHEDULE

<table>
<thead>
<tr>
<th>Segment</th>
<th>Duration</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Introducing the Course</td>
<td>20 minutes</td>
<td>Course preview, Participant introductions</td>
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<tr>
<td>Module 1: Providing Care, Compassion and Support</td>
<td>95 minutes</td>
<td>Module introduction preview, 3 video excerpts, each followed by an exercise and reflection; Module summary review</td>
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<tr>
<td>Module 2: Resolving the Core Components of Psychological First Aid</td>
<td>165 minutes</td>
<td>Module introduction preview, 7 video excerpts, each followed by an exercise and reflection; Module summary review</td>
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<tr>
<td>Module 3: Recognizing the Challenges and Opportunities When Providing PFA</td>
<td>130 minutes</td>
<td>Module introduction preview, 5 video excerpts, each followed by an exercise and reflection; Module summary review</td>
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<tr>
<td>Summarizing the Course</td>
<td>20 minutes</td>
<td>Course review, Course evaluations</td>
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Pacific EMPRINTS has hosted and sponsored several conferences in the past and is hosting its upcoming annual conference in January 2009. These conferences address timely topics at the forefront of emergency planning, management, and response concerns. Past conferences include:


Conferences:
On the Frontline: Influenza & Other Viral Threats to Public Health

On the Frontline:
Influenza and Other Viral Threats to Public Health

Hilton Hawaiian Village
Coral Ballroom II
March 22nd, 2006
9:00-12:15

Co-sponsored by the Pacific Emergency Management, Preparedness and Response Information Network and Training Services (Pacific EMPRENTS)

A Symposium and Update on Avian and Pandemic Influenza and Other Potential Viral Epidemics in Hawaii for Fire and EMS Responders, Public Health and Transportation Officials, Hospital Staff and Physicians.

9:00-9:30  Registration and Opening Remarks  James Ireland, MD
9:30-11:00  Avian and Pandemic Influenza  Gregory Poland, MD
11:00-11:25  EMS in Changing Times  Edward Kalinowski, DrPH
11:25-11:50  The Role of DMAT in Epidemics  Toby Clairmont, RN CEM
11:50-12:15  Readiness at our Airports  James Ireland, MD

Our keynote speaker, Dr. Gregory Poland, is the Director of the Mayo Clinic’s Vaccine Research Group and the President of the Armed Forces Epidemiological Board. Since 2004, Dr. Poland has also served on the infectious Diseases Society of America (IDSA) Taskforce on Pandemic Influenza.

Toby Clairmont is the Chair of the Emergency Management Committee of the Healthcare Association of Hawaii and Disaster Medical Assistance Team in Hawaii. He has responded to various national emergencies with his team.

Edward Kalinowski is a Professor and the Chairperson of the Department of Emergency Medical Services with the University of Hawaii Kapioi Community College. He is a member of the National EMS scope of practice committee that is redefining the education and roles of EMS providers.

James Ireland is an assistant clinical professor of medicine at the John A. Burns School of Medicine, and the medical director for the State of Hawaii Department of Transportation, Airports Division and Aircraft Rescue and Firefighting.

This conference is funded by U.S. Department of Health and Human Services’ Health Resources Services Administration under Grant no. T01HP6427-0100
Conferences: 2008 Pacific Preparedness Conference: Capacity Building to Address Vulnerable Populations

Conferences: 2009 Pacific Preparedness Conference: Capacity Building to Address Vulnerable Populations: Train-the-Trainer
CORE STAFF

ANN M. SAKAGUCHI, MPH, PHD  
Program Director / Principal Investigator  
Specialist, Department of Anthropology, University of Hawaii at Manoa

Ann Sakaguchi is a faculty member in medical anthropology at the University of Hawaii’s College of Social Sciences. She is also the Program Director/Principal Investigator of Pacific EMPRINTS. Her interests include health disparities, health care disparities, medical malpractice, health policy and politics and the role of public health in emergency management and preparedness. She serves on the advisory board of the Hawaii State Civil Defense, the Executive Committee for the State Department of Health’s Bioterrorism Training and Preparedness Committee, HRSA’s National Hospital Preparedness Program Committee for the State of Hawaii and the Hawaii Emergency Preparedness Executive Committee.

ANNA DADDARIO, MSW  
Continuing Education Specialist

Anna Daddario is responsible for the development and continuing education certification of online courses and podcasts. She also assists with online Problem-Based Learning case construction, oversees survey analyses for face-to-face trainings, and helps coordinate office activities. Ms. Daddario has a Master’s of Social Work with a concentration in mental health from the University of Hawaii at Manoa, and is working toward a certificate in Disaster Management and Humanitarian Assistance as well.

SEAN DOYLE, BA  
Graduate Assistant

Sean Doyle is completing his Masters in Public Health degree with a concentration in Epidemiology at the University of Hawaii’s Department of Public Health Sciences. As a post-baccalaureate student, Mr. Doyle redesigned a database for a diabetes surveillance project located at Kohala on the island of Hawaii. His Bachelor’s degree is in Interdisciplinary Studies with a focus on Forensic Studies from the University of Hawaii at Manoa. He assists the Director and Associate Director in project management tasks.

JOHN KAWAHARA, BS  
Program Manager

John Kawahara is the Program Manager at Pacific EMPRINTS. He received his Bachelor of Science degree in Information and Computer Sciences from the University of Hawaii at Manoa. Mr. Kawahara is primarily responsible for assisting the project in coordinating events and ensuring that administrative and fiscal details are met at Pacific EMPRINTS. John’s favorite part of his job is to participate in the Live Training Exercises in which a disaster scenario is presented to trainees who must then try and bring control to the simulated crisis.

PHILIP PAGE, MA  
Associate Director & Geospatial Information Technologist

Phil Page received BA and MA degrees in Geography from the University of North Carolina at Chapel Hill. He has over fifteen years of experience in the field of geographic information science and technology in the public, private, and academic sectors, including the application of these technologies to public health problems in a number of settings. He has extensive experience as an educator, having taught numerous short courses and workshops, as well as undergraduate- and graduate-level courses. He has international GPS field mapping experience in Eastern Europe, Southeast Asia, and South America, as well as in the United States, and co-authored a book on GPS data collection with his EMPRINTS colleague, John Vogler. Before coming to the University of Hawaii to work on the Pacific EMPRINTS project, Mr. Page directed the Carolina Population Center’s Spatial Analysis Unit at the University of North Carolina, where he managed a team of geospatial analysts working on 15-20 ongoing GIS and GPS projects.
KANAKO STURGIS, MPH
Program Specialist / Data Analyst, Graduate School of Public Health

Kanako Sturgis is a web developer, multimedia designer, and data analyst at the Institute for Public Health (IPH) in the Graduate School of Public Health at San Diego State University (SDSU). She obtained her Master of Public Health (MPH) degree from San Diego State University in 2001. Her primary interests and responsibilities at the IPH include the design and development of interactive online training materials, program evaluation, and support for database programming. Ms. Sturgis has developed distance tutorial formats for the Pacific Public Health Training Center, the National Resource Center for Safe Aging, and other online training sites.

CHUAN SU, MSIS
Webmaster / Programmer

Chuan Su received his MS degree in Information Systems from Hawaii Pacific University in 2002 and is working as a webmaster/programmer for Pacific EMPRINTS. Mr. Su had been a faculty member of the Chongqing Sanxia University, China before he came to the United States. In addition to his prior teaching experience, Mr. Su brings to the project his years of experience and wide-ranging expertise in designing, developing and maintaining large and complex websites as well as comprehensive knowledge of IT management practices and IT control procedures.

MICHAEL TAMARU, BFA, MFA
Media Specialist

Michael Tamaru graduated from the University of Hawaii at Manoa with a BFA in visual design in 1968 and a MFA in 1971. He started in 1969 as a publications specialist with the Office of University Relations and Development and retired in 2005 as publications manager with the same office now known as the Office of External Affairs and University Relations. Mr. Tamaru received the Willard Wilson Award for Distinguished Service to the University in 1999.

JOHN VOGLER, MA
Geospatial Information Technologist

John Vogler received BA and MA degrees in Geography from the University of North Carolina (UNC) at Greensboro and UNC at Chapel Hill, respectively. He has twelve years of experience in the field of geographic information science and technology. He has extensive research project experience, including building and managing GIS databases, developing geospatial data collection and analysis strategies, and conducting GPS field mapping in a variety of international research settings. His teaching experience includes short courses, workshops, and graduate-level instruction on the application of geographic information technologies to population-environment and public health issues. Mr. Vogler is currently an ESRI-authorized instructor for the “Introduction to ArcGIS I” and “Working with ArcGIS Spatial Analyst” courses. Before joining the Pacific EMPRINTS project at UH Manoa, he was the spatial information technology specialist in the research program at the East-West Center in Honolulu, where he worked on several population, health, and land-use change projects based in Southeast Asia, managed the spatial information laboratory, and provided center-wide geospatial data collection, management, mapping, and analysis services, as well as GIS software technical support.
AFFILIATED FACULTY

BARBARA BRENNAN, BSN
Live Training Event Coordinator

Barbara Brennan is nationally recognized for her expertise in Weapons of Mass Destruction and Nuclear, Biological and Chemical Incidents. She is one of few who have successfully completed the personal development series and the Hazard series at the Emergency Management Institute in Emmitsburg, Maryland. She has coordinated local training scenarios/exercises for Emergency Medical Services personnel since 1982. The exercises have included many different local, county and state agencies. In addition, she maintains certification as BCLS Instructor Trainer, Advanced Cardiac Life Support Instructor, Pediatric Advanced Life Support Instructor, Pre-hospital Trauma Life Support Instructor, Pediatric Education for Pre-hospital Professionals Instructor Trainer and Advanced Life Support Instructor Trainer. Ms. Brennan has taught at the First Responder, Emergency Medical Technical-Basic and Intermediate and Paramedic levels. She is also responsible for coordinating continuing medical education credits for classes targeted to EMS personnel.

JOHN CASKEN, RN, MPH, PHD
Associate Specialist

John Casken is a faculty member with the School of Nursing and Dental Hygiene at the University of Hawaii Manoa where he is the Director of the Office of International Affairs. He has a long interest in Bioterrorism and Disaster Preparedness with a special interest in the political and economic ramifications of these issues as well as the more practical side — in dealing with the role of the nursing profession in addressing natural and man-made disasters.

CARTER DAVIS, AS
Live Training Specialist / CBRNE Awareness Instructor

Carter Davis has a diverse background in emergency medical services, emergency management and fire safety. He has been an EMS instructor for 20+ years in Hawaii, mainland US and the Pacific Rim and has held leadership roles in training, management, planning and preparedness, quality assurance and community outreach. He participated in the State Civil Defense’s Tactical Interoperability Communications Plan (TICP) Exercise as the City’s Communications Unit Leader (COML) and coordinated all communications activities at the exercise including “patching” or “joining” different communications systems used by Federal, State, City and private responders together. He is also a peer evaluator for the DHS at similar TICP exercises conducted in cities around the country. Carter participated in the State Civil Defense’s statewide Improvised Nuclear Device exercise as part of the HazMat Group in 2006 and is also a member of the Hawaii Urban Search and Rescue Team and a certified train-the-trainer for FEMA, Red Cross, National Fire Academy and International Association of Fire Fighters.

PATSY FUJIMOTO, DDS
Dental Consultant

Patsy Fujimoto teaches at the Department of Dental Hygiene, School of Nursing and Dental Hygiene, Manoa. She also maintains a private dental practice in Hilo. She reviewed our online bioterrorism courses for dentists and other health professionals.

EDWARD KALINOWSKI, BSN, MED, DRPH
Chair, Department of Emergency Medical Services, Kapiolani Community College, University of Hawaii

Edward Kalinowski is the Chair of the Department of Emergency Medical Services at Kapi’olani Community College (KCC) and the State-wide Training Coordinator for emergency medical services personnel. One of KCC’s mandates includes the regular offering of continuing education programs to emergency medical technicians within the State of Hawai’i. Dr. Kalinowski, together with two of his continuing educator coordinators, play a key role in the development of live scenarios for public health emergencies using a coordinated multidisciplinary approach involving federal, state and county agencies. His extensive experience in emergency medicine, nursing and public health, and training affiliations with other State and City emergency medical personnel, and his close relations with the HRSA Hospital Preparedness Committee contribute to the overall development of relevant and quality CE courses to address the professional competency requirements of EM personnel.
ALAN KATZ, MD, MPH
Professor and Graduate Chair, Public Health Studies & John A. Burns School of Medicine, University of Hawaii

Dr. Katz is an infectious disease epidemiologist and author of several published state-wide bioterrorism preparedness assessments of health professionals in Hawaii:


Dr. Katz currently serves as a consultant to Pacific EMPRINTS for continuing education offerings.

ROBERT SEIDMAN, PHD
Associate Dean / Associate Professor, Graduate School of Public Health

Robert L. Seidman is an Associate Professor in Division of Health Services Administration, San Diego State University (SDSU). Prior to joining the SDSU faculty, Dr. Seidman was an economist with the Office of Research, Health Care Financing Administration, U.S. Department of Health and Human Services. He spent two years as a National Institutes of Health postdoctoral fellow at the School of Hygiene and Public Health, John Hopkins University and was Visiting Scholar at the Centre for Health Economics, University of York (England). His scholarly interests and research focus on public health workforce training and development, health information technology, health data analysis, and economic aspects of hospital and physician reimbursement and performance. Dr. Seidman has been the Principal Investigator and Director on a number of federally funded projects.

SEIJI YAMADA, MD, MPH
Problem-Based Learning / Curriculum Developer

Seiji Yamada is a Clinical Associate Professor in Complementary and Alternative Medicine at the University of Hawaii John A. Burns School of Medicine. He is also the Deputy Director the Asia-Pacific Center for Biosecurity, Disaster and Conflict Research. He is working with Pacific EMPRINTS to develop on-line problem-based learning approaches to preparedness training. His interests include family practice, public health, medical anthropology, cross-cultural health care, political economy, social production of disease, globalization, Pacific Islands health, international health, health and human rights, ecology and health, philosophy and medicine, literature and medicine, and problem-based learning.

ADVISORY COMMITTEE

Bart Aronoff, MPH
Project Manager, CDC Bioterrorism Grant Hawaii Department of Health (retired 2007)

Elizabeth Char, MD
Emergency Services
City and County of Honolulu

Chris Crabtree, MPA
Emergency Medical Services
Kapiolani Community College

Carter Davis, AS
Honolulu Fire Department

Julie Greenly, MPA
Hawaii State Civil Defense

Mark Greer, DDS
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Hawaii Department of Health

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University of Hawaii

Ann Ito, MSW
KOKUA Program
University of Hawaii

Gerald Ohta, MPH
Affirmative Action
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